Innovations '90

Hilroy Fellowship Program

Programme de bourses au mérite Hilroy

92-01027/

INNOVATIONS IN TEACHING

RÉSUMÉS OF THE

HILROY FELLOWSHIP PROGRAM

1990

administered by

CANADIAN TEACHERS' FEDERATION TRUST FUND

110 Argyle Avenue
Ottawa, Ontario
K2P 1B4

INNOVATIONS DANS L'ENSEIGNEMENT

RÉSUMÉS DU

PROGRAMME DE BOURSES AU MÉRITE HILROY

1990

administré par le

FONDS EN FIDUCIE DE LA
FÉDÉRATION CANADIENNE DES ENSEIGNANTES
ET DES ENSEIGNANTS

110, avenue Argyle
Ottawa (Ontario)
K2P 1B4

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Note : Les projets gagnants des bourses nationales sont publiés dans les deux langues officielles. Pour faciliter la compréhension de l'objet des autres projets, l'introduction de chacun d'eux est traduite dans l'autre langue officielle.

FOREWORD

Each year the Canadian Teachers' Federation proposes to publish the résumés of projects of the *Hilroy Fellowship Program*. This booklet contains the résumés for the year 1990.

In the index at the back of the booklet is a listing of projects of the previous five years. Résumés for each of the previous five years are available on request.

You will note that each résumé has a project number, in addition to its title and author. If, after reading the résumés, you would like to see the original material, we will copy it when feasible and have it sent to you for your own use. If the project involves the use of concrete materials such as tapes, slides or nonreproductible material, these will be sent to you on loan for a given period of time.

Requests should be addressed to:

Canadian Teachers' Federation
110 Argyle Avenue, Ottawa, Ontario K2P 1B4

The Canadian Teachers' Federation will make every effort to have all the projects readily available for those who wish to study them further.

Projects are accepted, published and reproduced in the language chosen by the author(s) and are not translated by this office except for the seven projects selected for special national recognition. To provide ready understanding of the subject matter of all other projects, however, the introduction to each project is translated into the other official language.

We hope the publication of these résumés will prove of value to the many educators across Canada who are interested in creative and innovative, teacher-prepared materials in the field of education.

AVANT-PROPOS

La Fédération canadienne des enseignantes et des enseignants se propose de réunir, dans une publication annuelle, les résumés des projets réalisés dans le cadre du *Programme de bourses au mérite Hilroy*. Le présent livret renferme les résumés pour l'année 1990.

Les dernières pages du livret fournissent la liste des projets des cinq dernières années. Les résumés des projets mentionnés peuvent être obtenus sur demande.

Chaque résumé est accompagné d'un numéro, outre le titre et le nom de l'auteur. Après la lecture, si vous voulez obtenir les documents originaux, nous les reproduirons si possible et vous les enverrons. Si le projet comprend l'utilisation de rubans, de diapositives ou d'autre matériel non reproductible, nous nous ferons un plaisir de vous prêter ceux-ci pour une période déterminée.

Prière d'adresser toute demande à la

Fédération canadienne des enseignantes et des enseignants
110, avenue Argyle, Ottawa (Ontario) K2P 1B4

La Fédération canadienne des enseignantes et des enseignants s'efforcera d'avoir tous les projets disponibles à l'intention des personnes désireuses de les étudier davantage.

Chaque projet est reçu, publié et reproduit dans la langue de l'original; notre bureau n'en fait pas la traduction, sauf pour ce qui est des sept projets qui ont mérité des bourses nationales. Cependant, pour faciliter la compréhension de l'objet de tous les autres projets, l'introduction de chacun d'eux est traduite dans l'autre langue officielle.

Nous espérons que cette publication sera utile aux éducateurs et aux éducatrices du Canada qui s'intéressent à ces exemples de matériel didactique créateur et innovateur conçus par des membres de la profession enseignante.

INTRODUCTION

The *Hilroy Fellowship Program* was established in 1969 by the Roy C. Hill Charitable Foundation and is administered by the Canadian Teachers' Federation Trust Fund. The aim of the Program is to encourage and reward active classroom teachers who have developed new ideas for the improvement of teaching practices.

Teachers who are working at any level in an elementary or secondary school and who have devised new methods, new approaches or new teaching devices, are eligible to apply for Fellowships. Small groups of teachers who worked as a team under a coordinator are also eligible. Application forms and related instructions may be obtained from the Secretary-Treasurer, CTF Trust Fund, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4 or from provincial or territorial teachers' organizations. Applications may be in either English or French.

Recommendations for the award of Fellowships of $2,500 each at the provincial level are made by the provincial teacher organizations. Recommendations for the award of a Fellowship of $2,500 to teachers in the Territories, for six national awards for *great merit* ($5,000 each) and for one award of *outstanding merit* ($10,000) are made by a National Advisory Council. The final selections in all cases are subject to ratification by the Roy C. Hill Charitable Foundation.

All applications must include a brief summary of the *Hilroy Fellowship Program* application at the time of submission. This summary shall be completed on the prescribed form provided with the Application Form and should include a brief description of the major points discussed under the headings indicated. The summary must be written in such a manner as to be clear and concise enough to stand on its own merit. As the summaries of award-winning applications will be published for the purpose of subsequent dissemination of information regarding the Hilroy Fellowship projects, the summary must be prepared so that it will be suitable for such publication. Full payment of awards will be made on completion of satisfactory summaries. The above-mentioned summary is intended to be in addition to and not a replacement for a fully detailed description of the application being submitted.

In all matters relating to the *Hilroy Fellowship Program* and the awards, the decision of the Roy C. Hill Charitable Foundation is final.

While the stated purpose of the *Hilroy Fellowship Program* is to encourage and reward the innovative classroom teacher, it may be considered to have a more far-reaching objective - the fostering of improved teaching practices for the general improvement of education. In keeping with this objective, this publication is a compilation of the résumés of innovative projects by classroom teachers, projects for which the innovators have been judged worthy of recognition by the award of a Hilroy Fellowship. It is hoped that this publication and the résumés it contains will encourage other teachers to experiment and to innovate.

SEE LAST PAGE OF THIS BOOKLET FOR ORDER FORM FOR HILROY APPLICATION FORMS AND PREVIOUS YEARS' COPIES OF INNOVATIONS WHICH ARE STILL IN PRINT.

INTRODUCTION

Établi en 1969 par la Fondation de bienfaisance Roy C. Hill, le *Programme de bourses au mérite Hilroy* est administré par le Fonds en fiducie de la Fédération canadienne des enseignantes et des enseignants. Il vise à encourager et à récompenser le personnel enseignant qui a conçu de nouveaux moyens de perfectionner les méthodes pédagogiques.

Les membres de la profession enseignante du palier élémentaire ou secondaire qui ont établi de nouvelles méthodes, ou de nouveaux moyens didactiques, peuvent présenter une demande. Les petites équipes enseignantes, travaillant sous la direction d'un coordinateur, sont également admissibles. On peut obtenir des formules de demande ou des indications pertinentes en s'adressant au secrétaire-trésorier, Fonds en fiducie de la FCE, 110, avenue Argyle, Ottawa (Ontario) K2P 1B4, ou aux organisations provinciales ou territoriales de la profession enseignante. Les demandes peuvent être présentées en français ou en anglais.

À l'échelle provinciale, les organisations de la profession enseignante recommandent des candidatures pour les bourses valant 2 500 $. Le Conseil consultatif national recommande des candidatures pour : une bourse de 2 500 $ destinée au personnel enseignant des territoires, six bourses nationales pour *mérite notable* de 5 000 $ chacune, et une bourse pour *mérite exceptionnel* de 10 000 $. Dans tous les cas, la sélection finale doit recevoir l'approbation de la Fondation de bienfaisance Roy C. Hill.

Un sommaire du projet faisant l'objet d'une demande de bourse Hilroy doit accompagner la formule. Il doit être rédigé sur la formule officielle et devrait comporter une brève description des principaux points sous les rubriques indiquées. Il doit être clair et concis afin de rendre justice au projet sans nécessiter d'autres détails. Comme les sommaires serviront ensuite à diffuser des renseignements sur les projets primés, ils doivent être prêts à publier. Le versement intégral des bourses ne sera effectué qu'à condition qu'un sommaire satisfaisant soit fourni. Le sommaire susmentionné est censé accompagner et non pas remplacer la description détaillée du projet soumis.

Pour tout ce qui concerne le *Programme de bourses au mérite Hilroy* et l'attribution des bourses, la décision de la Fondation de bienfaisance Roy C. Hill est sans appel.

Même si le Programme est destiné à encourager et à récompenser le personnel enseignant innovateur, son but est de portée beaucoup plus grande : il vise à promouvoir l'amélioration des méthodes pédagogiques en vue de l'avancement général de l'éducation, en raison de quoi la présente publication est mise à votre disposition. Elle constitue un recueil des résumés de projets innovateurs réalisés par des membres du personnel enseignant qui ont ainsi mérité une distinction, soit l'obtention d'une bourse Hilroy. Ce recueil est publié dans l'espoir de motiver d'autres membres de la profession enseignante à innover et à tenter des expériences.

À LA DERNIÈRE PAGE DE CE LIVRET, VOUS TROUVEREZ UNE FICHE DE COMMANDE POUR LES FORMULES DE DEMANDE HILROY ET LES EXEMPLAIRES D'INNOVATIONS ENCORE DISPONIBLES.

HILROY RESOURCE BANK /

BANQUE DES PROJETS GAGNANTS

One of the purposes of the *Hilroy Fellowship Program* is to foster improved teaching practices. In keeping with this objective, a Resource Bank was created to provide financial assistance for P.D. workshops on national award-winning projects.

The purpose of the funding from the Hilroy Resource Bank is to pay travel and accommodation costs for approved resource persons who respond to invitations to participate in P.D. workshops. Approved Resource Persons are Hilroy Fellows who have received national awards. Arrangements to obtain funding from the Hilroy Resource Bank must be made and approved prior to the workshop being offered.

A booklet is available upon request from the Canadian Teachers' Federation which provides short descriptions of the national award-winning projects.

The following list comprises the names of the Hilroy National Award-winners along with the title in the language of the project:

Un des buts du *Programme de bourses au mérite Hilroy* est de favoriser l'amélioration des usages pédagogiques. À cette fin, la Banque des projets gagnants a été mise sur pied pour aider à financer des ateliers de perfectionnement professionnel relatifs aux projets ayant mérité une bourse nationale.

Les fonds servent à payer les frais de voyage et de logement des personnes-ressources autorisées, c'est-à-dire des gagnantes et gagnants des bourses nationales Hilroy qui sont invités à participer à des ateliers. Toute demande d'appui de la Banque des projets gagnants Hilroy doit être soumise et approuvée avant la tenue de l'atelier.

Une brochure disponible sur demande auprès de la Fédération canadienne des enseignantes et des enseignants renferme de brèves descriptions des projets ayant valu à leurs auteurs une bourse nationale.

Figurent ci-dessous les noms des gagnantes et gagnants des bourses nationales Hilroy, de même que le titre de leur projet dans la langue de l'original.

NAME/NOM	TITLE/TITRE
	1990
Douglas Earle Schofield	ACCESS DENIED -- A Senior High Teaching Unit on Immigration and Refugee Policy in Canada
André Saintonge	Sur les traces du chevalier de Troyes et d'Iberville
Hendrik Smit	Writing Readings for Adults
Michel Morissette	Modélisation et expérimentation de scénarios pédagogiques centrés sur l'utilisation d'un Atlas géographique informatisé
Mary-Ellen O'Neil *Patricia Dagg* *C. Gregg Edwards* *Donna Erskine* *Marilyn McCraig*	Healing Our Planet -- A Symposium on Global Issues, World Peace and Environment
Kenneth Thomas Langille	MacLAW -- A Legal Resource for Educators
John Jamieson	Elders and Archaeology as a Basis for an Inuit Cultural Program
	1989
Rachelle Chrétien	Journée de sensibilisation au développement international et à la coopération internationale
Eileen Albert	Ateliers de sensibilisation aux effets des drogues
Gary T.Graveile	Graville: The Small Town Project
Ronald Lancaster	Mathematics and the World Around Us

NAME/NOM	TITLE/TITRE
Darren Lund	S.T.O.P. -- Students and Teachers Opposing Prejudice
Debby Noble	Native Art Slide Library Project
Kevin Stonefield	SPEED -- Special Physical Education and Exercise Development

1988

Richard Edwardson	"DIG" -- A Simulated Archaeological Excavation for Social Studies
Linda Bradley	Video Movie -- The Great Canadian Quest
Mary Burns Smart	Handmade Books -- Students Helping Students
Robert Cottrell, Christiane Spragg	Projet culturel : Francofête
Linda Dodge, Janet McKinney	Living Loyalist History Unit and Living Loyalist Museum
Michel Hall	La micro-informatique au service de l'enfant en difficulté d'adaptation et d'apprentissage
Albert Kelsch	Vocational Music -- Audio Recording Performance Production Program (A.R.P.P.P.)

1987

Norman Oman	Creative Drama with Mentally Handicapped Students
Judy Ballah	Design for Success (A Democratic Model Used to Write and Produce a Play)

NAME/NOM	TITLE/TITRE
Jacques Brodeur, Ginette Dion	La paix ça se construit
James A. Scoten	Development Education in Industrial Education: A "Hands-On" Approach to World Awareness
	1986
Claude Thibault	Prévention du suicide en milieu scolaire
William Raymond, David C. Rideout	A Unit of Work which Allows Junior High Students to Investigate and Record their Heritage and Gain Basic Research Skills
Charles A. Hou	Mock Trials Relating to the Riel Rebellion of 1885
W.S. Gardiner	ROBOTICS Application for Computers: The Friendly Robot Project
	1985
Brian Crawford	Ilihakvik Enrichment Program 1981-84
James Gilbert	Reaching Out to the Community in a Dramatic Fashion
Bernard Beaudin	Apprendre en enseignant
Paul Goodman, Ray Baillie	Quebec and Canada: An Alternative History Course for Non-academic Students
	1984
Martha Strike	From Examiner to Trusted Adult: Sharing Writing in a Climate of Trust

NAME/NOM	TITLE/TITRE
David W. Watts	"ASTREK" (ASTRonomy Explorations in Kindergarten)
Tony Hampshire, Bill Cunningham, Jim Christie	"Blast Off"
Jérémie Desgagné, Henriette Gauthier, Soeur Anne Genest, Fernande Tremblay Bilodeau	Commis-vendeur - MINI-MAG 84

1983

Colleen Politano	A Survival Program for Young Children
Ronald J. Lancaster	Enthusiasm is Caught -- Not Taught
Stan Christie	Freedom
Gary G. Merritt	Teaching Computer Programming with School-wide Application (AND BEYOND)

1982

Rita M. Hlady	A Futures Studies Curriculum for Gifted Students in Grades 7 and 8: An Interdisciplinary Approach
Michel José Villeneuve	Application d'idées originales pour promouvoir la coopération dans la pratique de l'activité physique
Edward Cukier, Bruce M. Kelly	The Extended School of LaSalle High School

NAME/NOM	TITLE/TITRE
Joan Dutton, Raffaella Montemurro	Elementary School Program, Viriginia Park Arts Core School (Staff Project)
	1981
Susan Rona, Ivan Smith	OPTIONS -- An Alternative Program for High School Dropouts
Allan J. Connolly	The Classroom Radio Medium as a Teaching Device
Donna and Emerson Colsh	Volunteer and Parental Involvement in Special Education
Terry Bilyk, Eleanor Falk	Farming in Manitoba

NATIONAL AWARD FOR OUTSTANDING MERIT

Name and address of teacher: 90-1

Douglas Earle Schofield
1022 Cloverleaf Drive
New Minas, Nova Scotia
B4N 4N9

Douglas Earle Schofield

Name and address of school:

Cornwallis District High School
Canning
Kings County, Nova Scotia
B0P 1H0

Title:

ACCESS DENIED – A SENIOR HIGH TEACHING UNIT ON IMMIGRATION AND REFUGEE POLICY IN CANADA

Introduction

ACCESS DENIED is a teaching unit that examines the federal government's recent legislation on immigration and refugee policy from a human rights perspective. The primary goal is to have students examine human rights issues by investigating a controversial topic involving human rights. A variety of teaching strategies and learning activities are included in the unit to facilitate learning. The overall goal is most directly accomplished through specific attitude objectives involving the demonstration of tolerance for other ethnic groups and other people's opinion. In addition, a willingness to accept social responsibility and defend human rights is encouraged.

Characteristics of Students

ACCESS DENIED is designed for students in grades 9 through 12. It is designed to be used with the general student population found in those grade levels. In order to meet the needs of the variety of skill and knowledge levels found in the regular classroom ***ACCESS DENIED*** has a variety of questions after each section. These questions are organized according to Bloom's Taxonomy, from knowledge and comprehension questions to application, synthesis and evaluation questions.

Objectives

Knowledge

1. To understand how the present immigration debate has developed;
2. To understand why the present immigration debate has developed;
3. To understand the terminology related to the immigration debate;
4. To understand the current government actions relating to immigrants and refugees;
5. To appreciate the impact of government actions on individuals;
6. To appreciate the historical record of Canada's immigration policy;
7. To appreciate the positive effects of immigration on Canada;
8. To understand the nature of Canadian racism;
9. To understand the human rights issues involved in the current immigration debate;
10. To appreciate the global nature of the refugee problem.

Skill Development

1. To reinforce basic reading and reading comprehension skills;
2. To reinforce and expand vocabulary and context skills;
3. To develop or reinforce factual sorting skills;
4. To develop or reinforce the ability to discriminate fact from opinion;
5. To develop or reinforce critical thinking skills;
6. To develop or reinforce evaluative skills;
7. To develop or reinforce oral skills through role playing and debating.

Attitude

1. Students will demonstrate a tolerance for other ethnic groups in society;
2. Students will demonstrate a tolerance for the opinions of others;
3. Students will demonstrate a willingness to accept social responsibility;
4. Students will demonstrate a willingness to participate in defending their own or others human rights.

Description

ACCESS DENIED has five chapters. Chapter One, 'What's Happening', sets the stage for immigration and refugee policy today by reviewing recent events and trends. Chapter Two 'Action and Reaction' examines the three government actions on immigration in 1987. Chapter

Three, 'More than Statistics', attempts to put a human face on the legislation by examining five actual case studies. Chapter Four, 'Myths in Canadian Immigration' looks at three common myths while Chapter Five, 'What Kind of Canada?' attempts to evaluate current immigration and refugee policy from a human rights perspective.

ACCESS DENIED is designed to be used in the regular classroom in grades 9 through 12. Since we know that learning is influenced by a student's background and environment, and we recognize that different students have different learning styles, variety becomes essential to successful teaching. This is the rationale for including a variety of different activities in this unit.

The exercise sections are divided into three parts. 'Discovering the facts' has simple knowledge or skill-based questions that work on vocabulary building, geographical context and content terminology. The 'Understanding the Facts' questions include comprehension, application, synthesis and evaluation questions. In some exercises there is also 'the backgrounder' which suggests topics for further research or special projects.

Although this pattern is followed throughout the five chapters of the unit, a variety of activities are suggested by these questions. Charts are often used in ***ACCESS DENIED*** to help students organize, compare or evaluate information. Maps are used to provide geographical context. Numerous cartoons appear throughout the five chapters with a cartoon analysis sheet. Charts are included to provide visual information to students.

Students are asked to fill out a report card on Bill C-55; write to an NGO dealing with the issue; debate one of six resolutions on immigration and refugee policy while using a preparation sheet to organize their arguments; analyze the nature of Canadian racism; and create their own 'Bill of Rights'. These and a host of other activities are intended to get students actively involved in learning.

Although the purpose of ***ACCESS DENIED*** is to involve students in examining human rights issues, the term human rights does not appear until Chapter Five. The rationale for this approach is that human rights need to be understood in the context of a specific issue. Therefore, after students are familiar with the issue of immigration and refugee policy, they are able to evaluate them from a human rights perspective. This is far more valuable than being told what human rights are and then trying to clarify their meaning afterward.

ACCESS DENIED ends with an appeal to activism. Students are encouraged to do something with the knowledge they have acquired.

Impact on Students

This aspect of the program is best answered by John Bartram who field-tested ***ACCESS DENIED***. In his evaluation he states: "This topic is controversial and thus value laden. This makes it the perfect vehicle to get students to think critically about their own values and those of the society of which they are a part."

"On the whole the students reacted very favourably. They were motivated to study the material and they were challenged to critically examine their assumptions about the arrivals -- i.e., immigrants to our country."

Conclusion

As Samuel Totten wrote in Educational Leadership (February 1989) involving students in social issues, especially controversial ones, informs young people about the world in which they live and develop "critical thinking, reflective inquiry and decisionmaking abilities".

BOURSE NATIONALE POUR MÉRITE EXCEPTIONNEL

Nom et adresse de l'enseignant : 90-1

Douglas Earle Schofield
1022, promenade Cloverleaf
New Minas (Nouvelle-Écosse)
B4N 4N9

Douglas Earle Schofield

Nom et adresse de l'école :

École secondaire du district de Cornwallis
Canning
Kings County (Nouvelle-Écosse)
B0P 1H0

Titre :

ACCÈS REFUSÉ – UNITÉ D'APPRENTISSAGE SUR LA POLITIQUE TOUCHANT L'IMMIGRATION ET LES PERSONNES RÉFUGIÉES POUR LE CYCLE SUPÉRIEUR DU SECONDAIRE

Introduction

ACCÈS REFUSÉ est une unité d'apprentissage qui traite de la récente loi fédérale sur l'immigration ainsi que des lignes de conduite en ce qui concerne les personnes réfugiées, dans le contexte des droits de la personne. L'unité a pour but principal de permettre aux élèves d'aborder des questions qui touchent les droits de la personne en faisant de la recherche sur un sujet controversé. L'unité comporte diverses stratégies pédagogiques et activités d'apprentissage pour faciliter l'acquisition des connaissances. Le but général est atteint plus précisément au moyen d'objectifs visant à modifier les attitudes par la manifestation d'une tolérance à l'égard d'autres groupes ethniques et de l'opinion d'autrui. De plus, on encourage les élèves à assumer des responsabilités sociales et à défendre les droits de la personne.

Caractéristiques des élèves

L'unité d'apprentissage a été conçue en fonction de l'ensemble des élèves de la 9^{e} à la 12^{e} année. Pour répondre aux besoins des élèves dont les aptitudes et les connaissances diffèrent, chaque chapitre de l'unité est suivi d'une variété de questions structurées d'après la taxonomie de Bloom. Ces questions mettent en oeuvre la connaissance et la compréhension mais aussi l'application, la synthèse et l'évaluation.

Objectifs

Connaissances

1. Comprendre comment le débat actuel qui entoure l'immigration s'est développé.
2. Comprendre pourquoi le débat actuel qui entoure l'immigration s'est développé.
3. Comprendre la terminologie relative au débat qui entoure l'immigration.
4. Comprendre les mesures gouvernementales actuelles qui touchent les personnes immigrantes et réfugiées.
5. Évaluer l'incidence des actions gouvernementales sur les individus.
6. Connaître l'historique de la politique canadienne en matière d'immigration.
7. Évaluer les répercussions positives de l'immigration sur le Canada.
8. Comprendre la nature du racisme au Canada.
9. Comprendre les questions touchant les droits de la personne que soulève le débat actuel sur l'immigration.
10. Évaluer le caractère mondial du problème des personnes réfugiées.

Développement des aptitudes

1. Renforcer les aptitudes fondamentales à la lecture ainsi que la compréhension des textes.
2. Renforcer et accroître le vocabulaire et la compréhension du contexte.
3. Développer ou renforcer la capacité de trier les faits.
4. Développer ou renforcer la capacité de distinguer entre les faits et les opinions.
5. Développer ou renforcer la pensée critique.
6. Développer ou renforcer la capacité d'évaluation.
7. Développer ou renforcer la facilité d'expression orale par des jeux de rôles et des débats.

Attitudes

Les élèves feront preuve :

1. de tolérance envers les autres groupes ethniques dans la société;
2. de tolérance envers les opinions d'autrui;
3. d'une volonté d'assumer des responsabilités sociales;
4. d'une volonté de participer à la défense des droits de la personne pour eux-mêmes ou pour les autres.

Description

L'unité d'apprentissage se divise en cinq chapitres : le premier prépare les élèves à l'examen de la politique actuelle qui touche l'immigration et les personnes réfugiées en passant en revue les tendances et les événements récents; le deuxième analyse les trois mesures adoptées par le gouvernement en 1987 par rapport à l'immigration; le troisième tente de montrer l'incidence des mesures législatives sur les individus en présentant cinq études de cas réels; le quatrième expose trois mythes courants au sujet de l'immigration; et le cinquième tente d'évaluer les politiques actuelles visant l'immigration et les personnes réfugiées dans le contexte des droits de la personne.

L'unité d'apprentissage a été conçue pour les classes ordinaires de la 9e à la 12e année. Comme les antécédents et le milieu des élèves influencent l'apprentissage, et que le style d'apprentissage de chaque élève diffère, la variété devient essentielle pour assurer un enseignement efficace. Voilà pourquoi l'unité comporte diverses activités.

Les exercices sont divisés en trois sections : la première comporte des questions simples sur les connaissances ou les aptitudes, qui visent à développer le vocabulaire et la connaissance du contexte géographique et de la terminologie; la deuxième comprend des questions de compréhension, d'application, de synthèse et d'évaluation; certains exercices sont aussi accompagnés d'une fiche documentaire qui propose des sujets de recherche ou des projets spéciaux.

Cette formule est reprise pour les cinq chapitres de l'unité, mais les questions suggèrent diverses activités. Souvent, des tableaux aident les élèves à organiser, à comparer ou à évaluer l'information. Des cartes fournissent des renseignements sur le contexte géographique. De nombreux dessins humoristiques illustrent les cinq chapitres et l'unité comprend une feuille d'analyse des dessins. Les tableaux fournissent aux élèves des renseignements visuels.

Voici quelques exemples des travaux que font les élèves : remplir une fiche au sujet du projet de loi C-55; écrire à une ONG qui s'occupe de ce dossier; participer à un débat sur l'une des six résolutions touchant la politique relative à l'immigration et aux personnes réfugiées, et se servir d'une fiche rédigée pour les aider à organiser leurs arguments; analyser la nature du racisme au Canada; puis, créer leur propre charte des droits! Ces activités et de nombreuses autres ont pour but de favoriser la participation active des élèves à leur apprentissage.

Même si l'unité a pour but d'inciter les élèves à examiner la question des droits de la personne, le terme lui-même n'apparaît pas avant le cinquième chapitre. On a adopté cette façon de procéder parce qu'il est nécessaire de comprendre les droits de la personne à partir de cas précis. Par conséquent, une fois que les élèves se sont familiarisés avec les questions politiques touchant l'immigration et les personnes réfugiées, ils sont en mesure d'évaluer celles-ci en fonction des droits de la personne. Cette approche est beaucoup plus efficace que d'exposer aux élèves les droits de la personne puis de tenter d'en préciser le sens. L'unité d'apprentissage se termine par un appel à l'engagement : on encourage les élèves à utiliser les connaissances acquises pour faire des actions concrètes.

Effets sur les élèves

Les propos de John Bartram, qui a mis à l'essai l'unité d'apprentissage, peuvent donner une idée des effets du programme. Dans son évaluation, il a déclaré que l'immigration est un sujet controversé donc chargé de valeurs. L'unité est une façon idéale d'encourager les élèves à faire preuve de jugement critique par rapport à leurs propres valeurs et à celles de la société dans laquelle ils vivent.

Dans l'ensemble, les élèves ont réagi très favorablement. Ils étaient motivés à lire la documentation et à examiner d'un oeil critique leurs hypothèses au sujet des personnes immigrantes qui arrivent dans notre pays.

Conclusion

Comme l'écrivait Samuel Totten dans Educational Leadership (février 1989) l'examen des questions sociales, surtout celles qui sont controversées, informe les jeunes sur le monde qui les entoure et développe chez eux la pensée critique, l'analyse réflexive et la capacité de prise de décisions.

NATIONAL AWARD FOR GREAT MERIT

Name and address of teacher: 90-2

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Name and address of school:

Chief Julian Yendo School
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Title:

ELDERS AND ARCHAEOLOGY AS A BASIS FOR AN INUIT CULTURAL PROGRAM

Introduction

Northern schools with native students face a difficult situation. Children are presented with southern-based curricula bearing few concepts and experiences known to them. Integration of community concepts into the school is rare to nonexistent. The overwhelming number of southern-based teachers exacerbates the situation. The results of not having a "community" school is seen in many young people between the ages of 18 to 30. There is a distinct lack of pride in their Inuit culture and indeed, many shun the traditional activities of hunting, trapping, fishing, soapstone carving and skin preparation. In order to deal with this situation a program was developed whereby our school uses elders and archaeology as a base for developing a pride in Inuit culture and heritage.

Characteristics of Students

The students involved in this project are from grades 1 to 10, although the primary focus is grades 7 through 10. The students are very reserved and reticent when working with teachers from the South. Their lack of English language facility combined with low self-esteem and self-confidence discourages risk-taking. When dealing in their own language with Inuit, they become quite animated and participate with enthusiasm.

Objectives

This project did not start with objectives other than trying to achieve some success with students learning about their culture.

As the project developed, the first objective was to get the students from grades 7 to 9 making Inuit artifacts and building language around the process. The elders generated the initial ideas and were the instructors. Gradually our objectives encompassed prehistory. The close link between contemporary Inuit culture and prehistory made this link very practical.

Description

Our initial attempt at developing a cultural program started with a meeting of the Inuit teaching staff and myself and a frank discussion about what we wanted the children to be learning. This lead to bringing elders into the school and surveying skills that the elders possessed and the children should be learning. This formed our link to the community.

After a visit by the Minister of Education, Dennis Patterson, in 1986, outside forces became involved. Mr. Patterson requested Chuck Arnold, Arctic Archaeologist at the Prince of Wales Northern Heritage Centre to assist us. This in turn lead to involvement of the Archaeological Survey of Canada.

The Heritage Centre provided us with drawings of display cases and I constructed them using good lumber and plexiglass. This was the beginning of an area in the school where cast artifacts could be displayed and where students could put other cultural items that they made.

In 1987 I made a trip to the Royal Ontario Museum to survey the Inuit artifacts in storage which had been taken from the Belcher Islands. This resulted in several new ideas being generated for our program.

In 1988 I was very fortunate to work with the model makers at the Smithsonian Institute in Washington, D.C. and to learn activities which would enhance our school program by having students doing more hands-on activities. I was also able to see the Edward Nelson Inuit collection from Alaska.

During these excursions and meetings, our sense of purpose was conveyed to others outside the community and great support was received. This was reinforced by our publishing a newsletter every three months to keep this enthusiasm growing.

The students have accomplished some remarkable achievements which include: construction of a Thule sodhouse based on remnants found on the Islands and furnished with sleeping platforms and cast artifacts; construction of a pre-Dorset caribou-skin tent complete with hearth; construction of a Thule tent; fish skin raincoat; Dorset and Thule harpoons; Thule fox trap, both active and passive; 39 inch model kayaks sewn with sealskin; 18 foot one person kayak and 24 foot two person kayak; flaked stone cutting tools, ground slate ulus; making fire using caribou bow drills, to mention a few.

Native children must be involved in using cultural activities to develop their language and thereby a pride in their culture. These activities must not be trite, but must establish a conceptual image of the importance of their culture. There must be a focus on Inuit culture for our school curriculum to serve the community.

Impact on Students

Our project has become an integral part of the school Inuktitut language and practical hands-on program. The students are making artifacts that inform them about their culture.

By sleeping in one of three student constructed dwellings, a pre-Dorset caribou skin tent, Thule sodhouse or Thule igloo, the students are able to experience and discuss life in the past.

When students work with elders, they are actively involved in learning. The manufacture of two functional sealskin kayaks is only complete when the students put the craft into the water and paddle it.

The affective domain of students is not easy to evaluate. The enthusiasm they show is our main gauge on program success.

Conclusion

Hopefully the skills learned by the students will become more than school activities. Many of the skills transmitted from the elders as part of the school program are not being done outside the school. Integrating Inuktitut language into the process should enhance the chance for retaining the rich community culture.

Perhaps the most exciting aspect of this cultural program exists in the future. We started to discover that our community was a perfect research base for discovering how a community or society functions. Our 3 R's

became: researching, recording and reporting. Once this base is established, it generates concepts that can be used to view Inuit prehistory. It was amazing to discover the closeness of some contemporary practices and some "guesses" by archaeologists about past Dorset and Thule cultures.

The school should be a centre for learning about heritage and culture. Students should be the active participants in using their community as a research base. I feel that our school has made some strides towards these lofty, but necessary objectives.

Students, discovering their past, building a pride in themselves and their culture and making basic discoveries is certainly exciting for all people involved.

BOURSE NATIONALE POUR MÉRITE NOTABLE

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Titre :

UN PROGRAMME CULTUREL INUIT FONDÉ SUR L'ARCHÉOLOGIE ET L'EXPÉRIENCE DES AÎNÉS

Introduction

Les écoles du Nord fréquentées par des élèves inuits se retrouvent dans une situation difficile. Les programmes d'études élaborés dans les collectivités du Sud portent sur des concepts et des expériences ayant peu de rapport avec la vie des élèves. L'intégration dans l'école des concepts communautaires du Nord est rare, voire inexistante. La forte majorité du personnel enseignant qui vient du Sud aggrave encore la situation. On peut observer chez les jeunes de 18 à 30 ans les résultats de l'absence d'une école à l'image de la communauté. Ces jeunes manquent de fierté à l'égard de la culture inuite et, en fait, un grand nombre évite les activités traditionnelles comme la chasse, le piégeage, la pêche, la sculpture de la stéatite et la préparation des peaux. Dans ce contexte, on a élaboré un programme à l'intérieur duquel l'école a recours aux aînés et à l'archéologie pour développer le sentiment de fierté à l'égard de la culture et du patrimoine inuits.

Caractéristiques des élèves

Des élèves de la 1re à la 10e année ont participé au projet, bien que le programme s'adresse principalement aux élèves de la 7e à la 10e année. Lorsqu'ils travaillent avec des membres du personnel enseignant venant du Sud, les élèves se montrent très réservés. Leur peu de facilité

d'expression en anglais et leur manque d'assurance les incitent à éviter de prendre des risques. Lorsqu'ils parlent leur propre langue avec des Inuits, ils deviennent très animés et participent avec enthousiasme.

Objectifs

Au point de départ, ce projet n'avait que pour but de tenter, dans une certaine mesure, de faire mieux connaître aux élèves leur culture.

Au cours de la mise en oeuvre, le premier objectif a été de faire fabriquer par les élèves de la 7e à la 9e année des artefacts inuits et d'acquérir en même temps une meilleure connaissance de leur langue. Les aînés ont proposé les idées initiales et ont dispensé l'enseignement. Graduellement, les objectifs ont été élargis pour comprendre des connaissances sur la préhistoire. Comme les cultures inuites contemporaines et préhistoriques sont très semblables, il a été très facile d'établir des liens entre elles.

Description

L'idée de mettre sur pied un programme culturel a jailli lors d'une réunion avec le personnel enseignant inuit au cours de laquelle nous avons discuté franchement de ce que nous voulions montrer aux enfants. Ceci nous a conduits à inviter les aînés à l'école pour transmettre aux enfants des connaissances en arpentage. Nous avons ainsi établi des liens avec la collectivité.

Après une visite du ministre de l'Éducation, Dennis Patterson, en 1986, des personnes-ressources de l'extérieur ont participé au projet. M. Patterson a demandé à Chuck Arnold, archéologue spécialisé dans le Nord et travaillant au centre du patrimoine nordique Prince of Wales, de nous assister. Ceci a entraîné par la suite la participation de l'enquête archéologique du Canada.

Le centre du patrimoine nous a fourni des plans de vitrines d'exposition que j'ai pu construire au moyen de bois et de plexiglas. C'est ainsi qu'on a créé dans l'école une section où exposer les objets moulés de même que les articles culturels que les élèves avaient fabriqués.

En 1987, je me suis rendu au Musée royal de l'Ontario pour étudier les artefacts inuits des îles Belcher qui y étaient entreposés. Ceci m'a donné plusieurs nouvelles idées pour notre projet.

En 1988, j'ai eu la très grande chance de travailler au Smithsonian Institute de Washington, D.C. avec les personnes qui fabriquent des modèles réduits. J'y ai appris des choses qui m'ont permis d'améliorer notre programme scolaire en permettant aux élèves de faire davantage d'activités pratiques. J'ai aussi pu voir la collection inuite de l'Alaska d'Edward Nelson.

Durant ces voyages et ces réunions, nous avons exposé aux personnes à l'extérieur de la communauté le but de notre programme et nous avons reçu beaucoup d'appui. Pour resserrer les liens créés et pour maintenir l'enthousiasme à l'égard de notre projet, nous avons publié tous les trois mois un bulletin d'information.

Parmi les réalisations remarquables des élèves, mentionnons entre autres : la construction d'une hutte d'herbe Thule à partir de vestiges trouvés sur les îles et meublée de lits et d'artefacts moulés; la construction d'une tente pré-Dorset en peau de caribou avec un âtre à l'intérieur; la construction d'une tente Thule; un imperméable fait en peau de poisson; des harpons Dorset et Thule; des pièges à renard, actifs et passifs, de la culture Thule; des modèles réduits de kayak (39 pouces) faits en peau de phoque; un kayak de 18 pieds pour une personne et un kayak de 24 pieds pour deux personnes; des couteaux en pierre taillée; des ulus d'ardoise polie; l'allumage d'un feu au moyen d'un perçoir à archet.

Les enfants inuits doivent participer à des activités culturelles pour développer leur connaissance de la langue inuktitut et pour ressentir de la fierté à l'égard de leur culture. Ces activités ne doivent pas être banales mais doivent au contraire pouvoir créer une image conceptuelle évoquant l'importance de leur culture. Pour que le programme scolaire serve les intérêts de la communauté, il doit mettre l'accent sur la culture inuite.

Effets sur les élèves

Notre projet est devenu une partie intégrante du programme d'apprentissage de la langue inuktitut. Il s'accompagne d'activités pratiques comme la fabrication d'artefacts qui permettent aux élèves de mieux connaître leur culture.

Après avoir dormi dans l'une des trois habitations qu'ils avaient construites (une tente pré-Dorset en peau de caribou, une hutte d'herbe Thule ou un igloo Thule), les élèves ont pu discuter de la vie de leurs ancêtres.

Lorsque les élèves travaillent avec les aînés, ils participent activement à leur propre apprentissage. La construction de deux kayaks en peau de phoque n'est vraiment terminée que lorsque que les élèves les mettent à l'eau et s'en servent.

Il n'est pas facile d'évaluer l'incidence du projet sur les dimensions affectives des élèves. L'enthousiasme qu'ils manifestent est la principale mesure du succès du projet.

Conclusion

Il est à espérer que les aptitudes apprises seront, pour les élèves, plus que des activités scolaires. De nombreuses aptitudes transmises par les aînés dans le cadre du programme scolaire ne sont pas utilisées à l'extérieur de l'école. L'intégration de la langue inuktitut aux activités en question devrait accroître les chances pour les élèves de conserver leur riche culture communautaire.

Peut-être l'aspect le plus stimulant de ce programme culturel reste-t-il encore à venir. Nous avons commencé à découvrir que notre communauté est un milieu idéal de recherche pour apprendre comment une société ou une collectivité fonctionne. Les trois matières fondamentales sont devenues la recherche, la consignation et la diffusion. Lorsque les données sont réunies, elles nous permettent d'élaborer des concepts qui peuvent servir à étudier la préhistoire inuite. Nous avons découvert avec stupéfaction des liens étroits entre certaines pratiques contemporaines et certaines «intuitions» qu'avaient eues les archéologues au sujet des anciennes cultures Dorset et Thule.

L'école devrait être un centre où sont transmises des connaissances sur le patrimoine et la culture. Les élèves devraient participer activement au programme en ayant recours à la communauté comme milieu de recherche. Je pense que notre école a fait de grands pas vers la réalisation de ses objectifs nobles mais nécessaires.

Les élèves font la découverte de leur passé et acquièrent un sentiment de fierté personnelle et culturelle. Il ne fait aucun doute que la découverte de connaissances fondamentales est très stimulante pour toutes les personnes participantes.

NATIONAL AWARD FOR GREAT MERIT

Name and address of teacher: 90-3

Kenneth Thomas Langille
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B5A 2C5

Kenneth Thomas Langille and Students

Name and address of school:

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Title:

MacLAW -- A LEGAL RESOURCE FOR EDUCATORS

Introduction

MacLAW is an eight-megabyte "user friendly" computer resource designed for educators who wish to introduce law-related materials into their courses or into their extra-curricular activities. It can be used by anyone with a "Macintosh" computer system. It contains resources such as a 300-page computerized law textbook, a 5,000-word legal dictionary, an updated Criminal Code, a host of simulations, games, activities, and role-play exercises. Further, it contains many teachers' resources such as evaluation instruments, graphs, charts, overhead transparencies, and pedagogical information. The resource is flexible allowing educators to select only those applicable to their needs or may modify resources to create a more localized format.

Characteristics of Students

MacLAW has been designed for students from grades 1 to 12 as well as students in the Community College system and University. Elements of ***MacLAW*** can be used, or will be used after future development and updates, for all students, in any subject area, at all grade levels. It can be used for urban schools, rural schools no matter where the location. It has been tested and effectively used on 450 high school students at a rural/urban high school in Nova Scotia over the past three years. Students were from mixed ethnic backgrounds and socio-economic groups.

Objective

The basic objective of ***MacLAW*** is to provide educators with a wide range of current pedagogically-sound law-related educational resources which can be used in the classroom to teach legal concepts, values, morals, etc.

Basically, it is a teaching resource. True, elements can be used as entire teaching packages but it is not rigid and allows teachers to use their own imagination and initiatives to tailor-make their own resources using the basic material provided.

Description

MacLAW should be seen as a "legal department store" from where a teacher may select those elements most suited to the lesson to be taught. Besides featuring a wide-range of materials ranging from the law textbook to legal dictionary, it also contains several games and simulations, including: a **Police Simulation** -- reinforcing the steps in the criminal process and investigative techniques; a **Family Law Simulation** -- reinforcing the roles and duties of a parent; a **Law Firm Simulation** -- reinforcing the art of communication and negotiation; **Mock Trials** -- reinforcing the adversarial nature of our courts, and promoting debating, organizational and analytical skills; etc. Each of these games is accompanied by a teacher's guide, background material, role cards, procedure sheets, cases, and evaluation and testing instruments. In essence, it is an almost endless legal resource with unlimited potential.

Basically, in order to use ***MacLAW***, teachers require access to a computer and a printer. As was mentioned earlier, the present program is designed for the Apple Macintosh system but efforts are now underway to make it available in an IBM format. However, most education systems and teacher centres in Canada have at least one Macintosh computer available.

MacLAW has been designed as a teacher's resource. As a high school social studies teacher with thirteen years' experience, I consider the program to have great potential as an inexpensive and invaluable aid. Because of its design, it is not essential that every school possess the large ***MacLAW*** package. Once acquired by the local school superintendent or the school principal, any teacher within the superintendent's system will be able to copy the relevant support disk from the package and use it in his or her classroom within minutes. Further, users of ***MacLAW*** have the right to make as many hard copies of the materials

within the resource as they wish. Only the program is copyright- protected and this is only to provide the developer with knowledge as to where copies of ***MacLAW*** are located for updating purposes. The ***MacLAW*** package has been designed as a shareable resource for teachers.

Some educators have said that ***MacLAW*** is an example of education in the 1990's and that it will place at the fingertips of teachers a wide range of resources and activities which can be customized to meet the needs of a subject, classroom, locale and/or grade level. Besides this flexibility and easy access to hundreds of documents and materials, this resource is innovative, in that teachers will be able to "update" their resource on an annual or semi-annual basis, either by updating disks through modem, or by simply acquiring an update disk. Teachers will have fresh, recent and accurate legal materials at their fingertips throughout the year. This means that the teaching of legal concepts, morals, values, etc. in Canadian schools can be consistent and always accurate.

Now, teachers of different subjects are able to access and use specific portions of ***MacLAW*** in their courses. The section on contract law, for example, could be used in Industrial Arts or Business courses; the section on Family Law could be adapted for use in Home Economics or Guidance classes; the sections on provincial laws could be used for a comparative study project in a Canadian geography course; a French class could undertake a study of Quebec's "Droit civil" -- the French version, of course. The list goes on.

Finally, ***MacLAW*** brings the computer into the classroom in a new dimension - away from the traditional math and science applications. It illustrates to students a new way to use the computer for data acquisition and modification. It allows educators to introduce analysis and synthesis, in a practical way, in their classrooms.

Evaluation

One of the drawbacks with many law-related materials available to classroom teachers is that they lack an effective evaluative instrument. In other words, teachers struggle with designing an effective tool to accurately grade a student's performance. Every facet of ***MacLAW*** has a method of evaluation. These methods have been tested in the classroom and have shown themselves to be effective in providing positive feedback to the teacher. Further, traditional tests are provided with each area of study along with the teacher's answer sheet and evaluation notes.

Impact on Students

It is well established that students understand concepts best if they relate to their community and themselves. ***MacLAW*** places at the fingertips of teachers a wide range of resources and activities which can be customized to meet the needs of a subject, classroom, locale and/or grade level.

Conclusion

MacLAW has been designed to enhance present methodologies in use in classrooms across Canada. It does not suggest a dramatic transformation from "what is". Rather, ***MacLAW*** is designed to enhance whatever methodology the classroom teacher is comfortable with by providing current materials at their fingertips. As well, it exposes educators and students to yet another practical use of the computer.

MacLAW is indeed an example of where education is going. Its only drawback, as one educator stated at a demonstration, is "that it is five years ahead of time".

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Kenneth Thomas Langille et ses élèves

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Titre :

MacLAW – MATÉRIEL PÉDAGOGIQUE POUR L'ENSEIGNEMENT DU DROIT

Introduction

MacLAW, un programme «convivial» de huit millions de bits, a été conçu pour le personnel enseignant qui souhaite employer de la documentation traitant du droit dans les salles de classe ou les activités parascolaires. Le programme peut être utilisé sur n'importe quel ordinateur Macintosh. Il renferme un manuel scolaire de droit de 300 pages, un dictionnaire juridique de 5 000 mots, le Code criminel à jour, ainsi qu'une variété de jeux de simulation, d'activités et de jeux de rôles. Il contient en outre une grande quantité de matériel pédagogique tel que des moyens d'évaluation, graphiques, tableaux, transparences et renseignements pédagogiques. Le programme est suffisamment souple pour permettre de choisir seulement les éléments qui répondent aux besoins des élèves ou d'adapter ces éléments à un milieu donné.

Caractéristiques des élèves

Le programme ***MacLAW*** a été conçu pour les élèves de la 1re à la 12e année de même que pour les étudiants des paliers collégial et universitaire. Les données du programme ***MacLAW*** peuvent être utilisées (ou le seront après une mise à jour et une mise au point) par tous les élèves quelles que soient la matière et l'année d'études. Le programme convient à toutes les écoles, qu'elles soient rurales ou urbaines. Il a été mis à

l'essai durant les trois dernières années auprès de 450 élèves de diverses classes sociales et origines ethniques d'une école secondaire de la Nouvelle-Écosse.

Objectifs

Le programme ***MacLAW*** a principalement pour but d'offrir au personnel enseignant une vaste gamme d'outils pédagogiques à jour qui traitent des questions de droit et peuvent servir à l'enseignement des concepts, des valeurs, des questions éthiques, etc.

Il s'agit essentiellement d'un programme didactique. Il est vrai que les éléments constituent des unités complètes d'apprentissage, mais le programme est souple et permet aux membres du personnel enseignant d'utiliser leur imagination pour adapter le matériel fourni afin de répondre à leurs besoins et de créer ainsi leur propre matériel.

Description

Le programme ***MacLAW*** a été conçu selon le modèle du «libre-service», c'est-à-dire que les membres du personnel enseignant peuvent choisir le matériel qui convient le mieux à la leçon prévue. Outre les éléments variés, qui vont des textes juridiques au dictionnaire, le programme renferme plusieurs jeux de simulation. À titre d'exemple, le jeu de police permet de se familiariser avec la procédure criminelle et les techniques d'enquête policière; un jeu sur le droit de la famille expose les rôles et les devoirs parentaux; celui sur les cabinets d'avocats met l'accent sur la communication et la négociation; un autre simule divers procès, ce qui permet de se familiariser avec le caractère antagoniste des tribunaux et de développer les capacités de communication, d'organisation et d'analyse, et ainsi de suite. Chacun des jeux est accompagné d'un guide pédagogique, de documents d'information, de fiches sur les rôles, de règles du jeu, de cas fictifs ainsi que d'outils d'évaluation et de mesure. Bref, il s'agit d'une source presque inépuisable dont les possibilités sont illimitées.

Pour utiliser le programme ***MacLAW***, il suffit d'un ordinateur et d'une imprimante. Comme on l'a mentionné, le programme a été conçu pour l'ordinateur Macintosh mais on tente en ce moment de l'offrir en version compatible avec l'ordinateur IBM. Toutefois, la plupart des systèmes d'éducation et des centres pédagogiques du Canada possèdent au moins un ordinateur Macintosh.

Le programme ***MacLAW*** a été conçu comme outil pédagogique. D'après mon expérience de l'enseignement des études sociales au palier secondaire depuis treize ans, le programme a beaucoup de potentiel parce qu'il s'agit d'un instrument précieux et peu dispendieux. En raison de la conception du programme, il n'est pas essentiel que chaque école possède le progiciel ***MacLAW***. Il suffit que le directeur ou la directrice d'école, ou encore un surintendant ou une surintendante, achète le progiciel. Ensuite, tout membre du personnel enseignant peut copier la disquette qui l'intéresse et l'utiliser dans sa salle de classe quelques minutes plus tard. De plus, les personnes qui se servent du programme ***MacLAW*** sont autorisées à faire autant de copies-papier qu'elles le souhaitent. Seul le progiciel est protégé par le droit d'auteur et ce, pour la simple raison que le concepteur tient à savoir où se trouvent les copies aux fins de mise à jour. Le programme ***MacLAW*** a été conçu afin de permettre aux membres du personnel enseignant l'utilisation commune du matériel.

Certains membres de la profession enseignante ont déclaré que le programme ***MacLAW*** était un exemple d'outil pédagogique des années 90 parce qu'il donne facilement accès à une vaste gamme de ressources et d'activités pouvant être adaptées en fonction des besoins de la matière, de la classe, de l'endroit ou de l'année d'études. L'adaptabilité et la facilité d'accès constituent le caractère novateur de ce programme qui comprend des centaines de documents et de données. De plus, les membres du personnel enseignant pourront «mettre à jour» leur matériel tous les ans ou aux six mois soit en révisant leurs disquettes au moyen d'un modem, soit en obtenant une disquette mise à jour. Ainsi, ils auront à portée de la main de la documentation récente et exacte durant toute l'année. Le programme assure donc l'exactitude et l'uniformité des concepts, des valeurs, de l'éthique juridiques, etc. qui sont transmis dans les écoles canadiennes.

Maintenant, les personnes qui enseignent différentes matières peuvent avoir accès à des éléments précis du programme ***MacLAW*** pour leurs cours. À titre d'exemple, la section sur le droit contractuel pourrait servir dans les cours d'arts industriels ou de commerce; la section sur le droit de la famille pourrait être adaptée en fonction des cours d'économie domestique ou d'orientation; les données sur les lois provinciales pourraient servir à la réalisation d'un projet d'études comparatives à l'intérieur d'un cours sur la géographie canadienne; les élèves d'un cours de français pourraient étudier le droit civil du Québec, en français bien sûr. Et la liste pourrait s'allonger.

Enfin, le programme ***MacLAW*** introduit dans la salle de classe une nouvelle dimension qui diffère des applications traditionnelles de l'informatique en mathématiques et en sciences. Il montre aux élèves une nouvelle façon d'utiliser l'ordinateur pour repérer et modifier des informations. Il permet au personnel enseignant d'initier les élèves d'une façon concrète à l'analyse et à la synthèse.

Évaluation

L'absence d'un instrument d'évaluation efficace est une des lacunes de la grande quantité de matériel juridique que peut se procurer le personnel enseignant. En d'autres termes, le personnel enseignant doit lui-même concevoir un outil efficace pour mesurer avec exactitude le rendement des élèves. Par contre, le programme ***MacLAW*** comporte une méthode d'évaluation pour chacun de ses éléments constituants. La mise à l'essai dans les salles de classe a permis d'établir que chacune des méthodes d'évaluation fournit des renseignements utiles au personnel enseignant. De plus, la documentation comprend des tests traditionnels pour chacune des matières ainsi qu'un corrigé et des notes d'évaluation pour le personnel enseignant.

Effets sur les élèves

C'est un fait bien connu que les élèves comprennent mieux les concepts lorsque ceux-ci ont un rapport avec leur vie et leur communauté. Le programme ***MacLAW*** permet au personnel enseignant d'avoir facilement accès à une vaste gamme de matériel et d'activités qui peuvent être adaptés aux besoins des élèves selon la matière, le milieu ou l'année d'études.

Conclusion

Le programme ***MacLAW*** a été conçu pour améliorer les méthodes en vigueur dans les salles de classe partout au Canada. Il ne propose pas une transformation radicale de ce qui existe mais permet plutôt d'améliorer la méthode que maîtrisent bien les membres du personnel enseignant en leur offrant de la documentation actuelle. De plus, il familiarise le personnel enseignant et les élèves avec une autre application de l'ordinateur.

Le programme ***MacLAW*** illustre bien la tendance de l'avenir en éducation. Le seul inconvénient, comme le soulignait un membre de la profession enseignante lors d'une démonstration, est qu'il a cinq ans d'avance sur ce qui existe ailleurs.

Bourse nationale pour mérite notable

Nom et adresse de l'enseignant : 90-4

Michel Morissette
275, Canary
Dorval (Québec)
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Michel Morissette et ses élèves

Nom et adresse de l'école :

École secondaire Jeanne-Mance
4240, rue Bordeaux
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Titre :

MODÉLISATION ET EXPÉRIMENTATION DE SCÉNARIOS PÉDAGOGIQUES CENTRÉS SUR L'UTILISATION D'UN ATLAS GÉOGRAPHIQUE INFORMATISÉ

Introduction

Ce nouvel outil pédagogique a été conçu et mis en oeuvre afin de permettre d'améliorer les méthodes d'enseignement de la géographie du Canada. Dans le cadre d'un projet de deux ans, des scénarios pédagogiques ont été mis à l'essai afin de promouvoir une pédagogie active visant le développement de la pensée formelle.

Caractéristiques des élèves

Durant l'étape expérimentale (1988-1989), un groupe d'élèves de troisième secondaire ayant un bon rendement était tenu de participer au projet. Durant l'étape de mise en oeuvre (1989-1990), sept groupes de troisième secondaire ont pris part au projet, sur une base volontaire.

Objectifs

Outre l'expérimentation de scénarios pédagogiques centrés sur l'utilisation de l'Atlas séquentiel du Canada, le projet a pour but général de résoudre les difficultés inhérentes à l'utilisation des cartes dans les atlas conventionnels : c'est-à-dire la représentation de l'espace, la surcharge des cartes et la complexité des index. Il vise en outre à

remédier à l'insuffisance de moyens didactiques appropriés pour atteindre les objectifs du programme d'études. Enfin, le logiciel sert d'instrument de motivation afin d'augmenter l'intérêt des élèves pour la géographie.

Description

L'Atlas séquentiel du Canada est un logiciel-outil qui, de façon très conviviale, donne accès à des renseignements sur plus de 125 villes et 88 éléments hydrographiques. C'est aussi un logiciel «ouvert» qui offre l'inestimable avantage d'intégrer à l'Atlas une foule d'informations dans les domaines géographique, économique, historique et autres. Grâce à la technique du zoom, le logiciel permet aux élèves de faire apparaître séquentiellement divers renseignements qu'ils peuvent comparer, associer et relativiser. Les élèves peuvent aussi avoir recours à l'index informatisé, à repérage instantané, pour situer un élément et consulter rapidement un dossier. Ils utilisent les cartes du logiciel, en mode de consultation, pour étudier ou pour répondre à un questionnaire de révision. À l'aide de l'ordinateur, les élèves font de courts travaux où ils doivent, par exemple, trouver des informations manquantes. Ils sont aussi invités à faire un travail de recherche informatisé. Après avoir choisi un sujet (p. ex. les industries, l'énergie, les transports et communications, etc.), ils exploitent la base de données afin de créer leur propre banque d'informations intégrée à celle-ci. Ils doivent ainsi structurer, synthétiser et catégoriser l'information afin de définir les champs de leur fiche-type.

Effets sur les élèves

Au cours des travaux effectués avec l'ordinateur, les élèves développent leurs processus mentaux d'induction et d'association. Outre la stimulation qu'offre l'outil informatique interactif, les élèves ressentent de la fierté lorsque leur produit fini est consulté par d'autres personnes. L'Atlas séquentiel place les élèves dans une situation originale d'apprentissage où ils manipulent des notions géographiques, ce qui favorise la réflexion et la maturation ainsi que la familiarisation avec les méthodes et les principes de la science géographique. Ils développent donc une vue d'ensemble de l'espace organisé en constatant l'interrelation des éléments physiques et humains du milieu.

Conclusion

Le projet est novateur à un double titre : l'Atlas séquentiel du Canada est un logiciel inédit; il propose en outre des solutions nouvelles pour stimuler l'intérêt des élèves et résoudre les trois problèmes pédagogiques inhérents à l'utilisation des cartes. Le caractère ludique de l'outil

informatique facilite chez les élèves l'apprentissage des connaissances et le développement d'habiletés relatives à la démarche géographique. En tant qu'instrument mis à la disposition des élèves pour réaliser leurs travaux de recherche, le logiciel est sans aucun doute plein de promesses. Finalement, cet outil pédagogique permet de construire l'autonomie intellectuelle des élèves afin qu'ils deviennent des citoyens responsables, capables de jugements et de choix sociaux, moraux et politiques éclairés.

NATIONAL AWARD FOR GREAT MERIT

Name and address of teacher: 90-4

Michel Morissette
275 Canary
Dorval, Quebec
H9S 1J8

Michel Morissette and Students

Name and address of school:

École secondaire Jeanne-Mance
4240 Bordeaux Street
Montreal, Quebec
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Title:

MODELLING AND EXPERIMENTING WITH TEACHING SCENARIOS FOCUSING ON THE USE OF A COMPUTERIZED ATLAS

Introduction

This new teaching tool was developed and applied to improve methods for teaching the geography of Canada. Teaching scenarios were tested in a two-year project to promote an active method aimed at developing formal thinking.

Characteristics of Students

In the experimental stage (1988-89), a group of third-year secondary students with high marks was required to participate in the project. In the implementation stage (1989-90), seven third-year secondary groups participated on a voluntary basis.

Objectives

In addition to experimenting with teaching scenarios focusing on the use of the Sequential Atlas of Canada, the general purpose of the project is to solve problems inherent in the use of maps in conventional atlases: representation of space, crowding of information and complexity of indexes. Another goal is to remedy the lack of appropriate teaching materials for achieving curriculum objectives. Finally, the software is a motivational tool that raises student interest in geography.

Description

The Sequential Atlas of Canada is a software tool that provides very friendly access to information on more than 125 cities, 88 hydrographic features. It is also an "open" software which offers the enormous advantage of integrating a wide range of information in the fields of geography, economics, history, etc. Through zooming, the software allows students to sequentially call up a variety of information for comparison, association and relativization. Students can also use the computerized index and instant locating to find a feature and quickly consult a file. They use software maps in consultation mode to study and answer a review questionnaire, and complete short assignments with the computer, that require them to find missing information, for example. They are also encouraged to conduct research on the computer. After selecting a subject (e.g. industries, energy, transportation and communications, etc.), they use the data base to create their own integrated information bank. They must also structure, abstract and classify the information to define fields in their standard file.

Impact on students

By working on the computer, students develop mental induction and association skills. In addition to the stimulation provided by the interactive computer tool, students feel a sense of pride when their finished product is consulted by other users. The Sequential Atlas places students in an original learning situation where they handle concepts of geography; this promotes thought and maturing as well as familiarization with the methods and principles of geography. They therefore develop an overall view of organized space by becoming aware of the interrelation between physical and human features in the environment.

Conclusion

The project is innovative in two respects: the Sequential Atlas of Canada is a unique computer program, and it provides new solutions for stimulating student interest and addressing the three teaching problems inherent in using maps. The play aspect of the computer tool facilitates learning by students and development of skills linked to geographic methods. This software definitely shows great promise as a research tool for students. Finally, this teaching tool ensures that students develop an intellectual autonomy in order to become responsible citizens capable of expressing social judgements and making informed social, moral and political decisions.

NATIONAL AWARD FOR GREAT MERIT

Names and addresses of teachers: **90-5**

Mary-Ellen O'Neil
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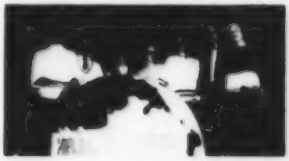

Students

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Gregg Edwards
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Franklin Centre, Quebec
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Donna Erskine
577 Lost Nation Road
Huntingdon, Quebec
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Marilyn McCaig
1195 Route 138
Huntingdon, Quebec
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Name and address of school:

Châteauguay Valley Regional High School
Route 138A West
Ormstown, Quebec
J0S 1K0

Title:

HEALING OUR PLANET – A SYMPOSIUM ON GLOBAL ISSUES, WORLD PEACE AND ENVIRONMENT

Introduction

Châteauguay Valley Regional High School (CVR) serves a 4000 km^2 geographical area and as such provides a social as well as an educational hub for its student body, attracting the surrounding community to its diverse events. In 1986, CVR was fortunate to host sixty students from the International Youth for Peace and Justice Tour, motivating many students to seek a medium through which to become actively involved in

global concerns. With this in mind we planned and organized a week long symposium on ***"Healing Our Planet"***. The focus of the week included environmental and peace related films, projects and discussions in the classrooms, and dynamic speakers addressing student assemblies. An Open House was held on the final evening wherein the school became a showcase for students' work on this theme.

Characteristics of Students

CVR includes 675 students from grades 7 to 11, ages 12 to 18, and adult day students. The school community is situated 55 km southwest of Montreal bordering on New York State. The students come from industrial and agricultural areas with various socio-economic backgrounds. Participation in this project involved the entire student body.

Objective

The overall objective of the symposium ***"Healing Our Planet"*** was to create an awareness of global issues, specifically those concerning environment and world peace, and to encourage students to become actively involved in these issues. Within this objective were specific aims at the international, national, local and school levels. The main environmental issues to be examined were: forest decline caused by acid rain, the effect of acid rain on maple production, the proposed nuclear waste dump on the New York State border only 25 km from the school, water pollution, tire dumps, and recycling. In studying the topic of world peace, the objective was to investigate organizations working in this field and to examine the political process and how to work with it.

Description

In the first phase of this project, the approval of the department heads and staff was sought. Once the idea was given general acceptance, several meetings were held to determine the week long agenda of activities and the list of guest speakers. In addition, suggestions were made for relevant curriculum applications of the theme of ***"Healing Our Planet"*** in various subject areas. Changing the focus of classes during the week was done on a voluntary basis.

Although the potential for curriculum development is enormous, the limits are those of your own imagination. Some specific examples initiated by CVR are as follows:

Language Arts: Students viewed provocative films on such topics as acid rain, pesticide use, and children of war-torn nations and were then moved to respond in such activities as letter writing to political figures, poetry writing, journal responses, short dramatic skits, and collages.

Science: Students carried out environmental monitoring procedures such as measuring the pH of precipitation on a daily basis as an indication of acid rain; testing of the local river water for pesticide and other contaminants; burning tires in confinement and analyzing the toxins released, and conducting research assignments on scientific concerns such as AIDS, air/water pollution, and ozone depletion.

Music: The students listened to and sang appropriate selections.

Home Economics: Projects were assigned on the topic of "Global Food Security" including research into fundamental nutritional requirements versus Third World deprivation, correlations between armed conflict and lack of food security, and promising new food technology.

Students constructed a stuffed fabric sphere two meters in diameter and appliquéd it with the water and land forms of planet earth. The globe was then used to identify the habitats of endangered species.

Introduction to Technology: Reports were presented and prototypes were constructed for solutions to such problems as water purification, waste disposal and recycling, alternate energy use, and irrigation systems.

Art: A poster and classroom door decoration contest was held with winners announced at Open House. Students were instructed on the making of paper cranes, a symbol of the fight against nuclear war.

Mathematics and Economics: Concepts of graphing were taught with figures on world military growth. Economics problems dealt with such issues as world military expenditure versus alternate spending strategies, and the impact of Third World debt.

French Second Language: On-the-spot video interviews and opinion polls were taken regarding environmental concerns. A three-dimensional model was built with recyclable waste products.

The second phase was to plan, organize, communicate and execute an action packed agenda fo the week, involving the viewing of pertinent films and the presentation of respected and credible speakers. In planning this symposium it was important to consider two things: first, that the sessions be designed so that no one grade level was out of the classroom for too many periods, and second, that the speakers and films be suitable for the age level to whom they were addressed.

In an attempt to have students obtain a better understanding of local environmental issues, a group of concerned students participated in a one-day field trip. The stops included: a local tire dump, a threatened river, a maple sugar bush showing tree die-back, a proposed low-level nuclear dump site adjacent to international borders, and more positively, a recycling group where students and staff actively participated in smashing glass and compacting cardboard. Some of these students in conjunction with five environmental activists took part in a final Open House panel discussion. In addition the school became a showcase for posters, projects slides, and information related to the theme. The media -- newspaper and television provided coverage of the events.

This is an overview of the collaborative effort of teachers, students, administrators and members of the community who were caught up in a very exciting and infectious movement. Any school at any grade level can adapt these ideas to provide their students with a feeling of increased political and environmental awareness and, more importantly, a sense of actual empowerment leading to an optimistic view of the future.

Impact on Students

Educators have always been exploring ways and means to make improvements to their teaching situations. The ***"Healing Our Planet"*** congress held at CVR did exactly this. From its very inception, it has been found that the entire school community expressed a desire to become involved in some way.

The project proved to be an avenue to build awareness and concern for major world problems. Students and teachers alike have come together as a unit to continue working to educate others both locally and outside the school community in this world concern.

Conclusion

"Healing Our Planet" has provided an avenue to educate 675 CVR students on the issues of global concern, particularly the urgency of environmental change and world peace.

Through the weaving of school and community resources, the project was an outstanding success which has provided a springboard to the future. Students and teachers are planning to go forward and investigate more of the concerns of these two very important issues. As the 21st Century approaches and the world around us is focussing its attention on world peace and environmental concerns, what could have more validity and meaning for any high school group that a symposium entitled ***"Healing Our Planet"***?

BOURSE NATIONALE POUR MÉRITE NOTABLE

Noms et adresses des enseignantes et enseignants : 90-5

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Groupe d'élèves

Nom et adresse de l'école :

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Titre :

GUÉRIR NOTRE PLANÈTE – SEMAINE D'ACTIVITÉS SUR LA PAIX, L'ENVIRONNEMENT ET LES QUESTIONS MONDIALES

Introduction

L'école secondaire régionale Châteauguay Valley dessert un territoire de 4 000 km^2; pour cette raison, elle sert de centre social et éducationnel pour la population étudiante, et elle attire la communauté locale aux diverses activités qu'elle organise. En 1986, l'école a eu le plaisir d'accueillir 60 élèves dans le cadre de la tournée internationale des jeunes pour la paix et la justice, ce qui a motivé de nombreux élèves à

chercher un moyen de faire quelque chose au sujet des questions touchant la communauté mondiale. C'est dans cet esprit que la Semaine d'activités ***«Guérir notre planète»*** a été planifiée et organisée. Au programme de la Semaine figuraient des films sur l'environnement et la paix, des projets et des discussions dans les salles de classe, de même que des exposés présentés par des conférenciers et conférencières dynamiques. Pour clore la Semaine, on a organisé une soirée d'accueil au cours de laquelle le public a pu voir de nombreux travaux d'élèves sur le thème choisi.

Caractéristiques des élèves

L'école secondaire régionale Châteauguay Valley accueille 675 élèves de 12 à 18 ans, de la 7e à la 11e année, ainsi que des étudiants adultes qui suivent des cours de jour. La communauté où se trouve l'école est située à 55 km au sud-ouest de Montréal près de la frontière de l'État de New York. Les élèves, qui habitent les zones industrielle et agricole, proviennent de divers milieux socio-économiques. La totalité des élèves a participé au projet.

Objectifs

L'objectif global de la Semaine d'activités ***«Guérir notre planète»*** était de sensibiliser les élèves aux problèmes touchant la communauté mondiale, plus précisément l'environnement et la paix, et de les encourager à agir. Cet objectif comprenait des buts précis à l'échelle internationale, nationale, locale et scolaire. Parmi les principales questions écologiques qui ont été examinées se trouvaient : la détérioration des forêts due aux pluies acides; l'effet de celles-ci sur la production des érables; la création proposée d'un site pour l'enfouissement de déchets nucléaires près de la frontière de l'État de New York à seulement 25 km de l'école; la pollution de l'eau; les dépotoirs de pneus; et, le recyclage. L'étude sur la paix mondiale avait pour but de découvrir les organisations travaillant dans ce domaine et d'examiner le processus politique et les moyens de s'en servir.

Description

Durant la première étape du projet, on a sollicité l'approbation des chefs de département et des membres du personnel. L'idée ayant reçu un appui général, on a organisé plusieurs réunions afin de déterminer les activités de la Semaine et de dresser une liste de conférenciers et conférencières. En outre, on a formulé des suggestions quant à diverses façons d'adapter le thème ***«Guérir notre planète»*** à diverses matières du

programme d'études. Le personnel enseignant était libre de modifier ses cours durant la Semaine.

Les possibilités d'application du thème au programme d'études sont considérables et elles ne sont limitées que par votre imagination. Voici quelques exemples précis des activités entreprises à l'école :

Disciplines linguistiques : Les élèves ont assisté à la projection de films-chocs sur des questions comme les pluies acides, l'utilisation des pesticides et les enfants dans les pays déchirés par la guerre. Ils devaient ensuite réagir en rédigeant des lettres à des personnalités politiques, des poèmes, un journal personnel ou des sketchs, ou encore en fabriquant des collages.

Sciences : Les élèves ont expérimenté des méthodes de surveillance de l'environnement, par exemple : mesurer le pH des précipitations quotidiennes qui indiquent le taux d'acidité de la pluie; effectuer des tests sur des prélèvements d'eau d'une rivière locale pour trouver la teneur en pesticides et autres produits toxiques; faire brûler des pneus dans un espace fermé et analyser les substances toxiques produites; effectuer des travaux de recherche sur des questions scientifiques comme le sida, la pollution de l'air et de l'eau, et la réduction de la couche d'ozone.

Musique : Les élèves ont écouté et chanté diverses pièces musicales pertinentes.

Économie domestique : Les élèves ont fait des projets sur la sécurité alimentaire mondiale, notamment des recherches sur les besoins nutritionnels fondamentaux par comparaison aux carences alimentaires dans le Tiers monde, sur les corrélations entre les conflits armés et l'absence de sécurité alimentaire, et sur une nouvelle technologie prometteuse en matière d'alimentation.

Les élèves ont construit une sphère de tissu, rembourrée, de trois mètres de diamètre, sur laquelle étaient posés des appliqués représentant les étendues d'eau et les continents de la planète. Le globe a ensuite servi à repérer les habitats d'espèces menacées.

Initiation à la technologie : Les élèves ont présenté des rapports et ont construit des prototypes d'appareils pouvant servir à résoudre des problèmes comme la purification de l'eau, l'élimination et le recyclage des déchets, l'utilisation de sources d'énergie de rechange et les systèmes d'irrigation.

Arts : On a organisé un concours de décoration des portes de classe ainsi qu'un concours d'affiches dont les résultats ont été annoncés lors de la soirée d'accueil. Les élèves ont appris à fabriquer des grues de papier, oiseaux qui symbolisent la lutte contre la guerre nucléaire.

Mathématiques et économie : Les élèves ont appris les concepts relatifs à l'élaboration de tableaux au moyen de chiffres concernant la croissance militaire à l'échelle mondiale. Les problèmes d'économie ont porté sur des questions comme les dépenses militaires mondiales par opposition à des stratégies de dépenses différentes, et sur les répercussions de la dette du Tiers monde.

Français langue seconde : Les élèves ont filmé sur bande vidéo des interviews et des sondages improvisés sur des questions écologiques. Ils ont construit une réplique en trois dimensions de déchets recyclables.

Durant la deuxième étape du projet, on a planifié, organisé, fait connaître et réalisé une série d'activités stimulantes y compris la projection de films pertinents et la présentation de conférencières et conférenciers respectés et dignes de foi. Lors de la planification de la Semaine, on a jugé important de tenir compte de deux choses : premièrement, les séances devaient être conçues de manière à ce qu'aucun groupe d'élèves ne s'absente pendant de trop nombreuses périodes; et deuxièmement, les conférenciers et conférencières ainsi que les films devaient être adaptés à l'âge des élèves.

Pour faire en sorte de mieux comprendre les problèmes écologiques locaux, un groupe d'élèves intéressés a participé à une sortie d'une journée. Ils ont notamment visité un dépotoir local de pneus, une rivière menacée, une érablière dont les arbres manifestaient des symptômes de dépérissement des rameaux, un site proposé pour l'enfouissement de déchets nucléaires près de la frontière américaine. Sur une note plus positive, un groupe composé d'élèves et de membres du personnel ont participé à une activité de recyclage en brisant du verre et en compactant du carton. Certains de ces élèves, en collaboration avec cinq militants écologistes, ont participé à un panel-discussion lors de la soirée d'accueil le dernier jour de la Semaine d'activités. De plus, l'école a exposé des affiches, des diapositives montrant les projets des élèves ainsi que des informations se rapportant au thème. Les journaux et la télévision ont fait des reportages sur les activités.

Voilà un aperçu des efforts concertés des membres du personnel enseignant, des élèves, de l'administration et de la communauté qui se sont laissés gagner par l'enthousiasme de cette action passionnante. Quelle que soit l'école ou l'année d'études, on peut adapter les idées pour sensibiliser davantage les élèves à l'égard des questions politiques et écologiques, et, ce qui importe davantage, pour leur inculquer un sens de responsabilité réel qui les incite à envisager l'avenir avec optimisme.

Effets sur les élèves

Les éducateurs et les éducatrices cherchent toujours des moyens d'améliorer les situations pédagogiques. La Semaine d'activités ***«Guérir notre planète»*** a eu exactement cet effet. Dès la conception du projet, on a constaté que toute la communauté scolaire souhaitait y participer d'une manière quelconque.

Le projet s'est avéré utile pour créer une sensibilisation et une préoccupation à l'égard des principaux problèmes mondiaux. Les élèves comme les membres du personnel enseignant ont joint leurs efforts pour continuer à éduquer les autres, tant à l'intérieur qu'à l'extérieur de la communauté scolaire, au sujet de ces préoccupations.

Conclusion

La Semaine d'activités ***«Guérir notre planète»*** a permis de faire prendre conscience à nos 675 élèves des questions touchant la communauté mondiale, en particulier la situation urgente en ce qui concerne les changements écologiques et la paix mondiale.

Parce qu'il a permis de combiner les ressources de l'école et de la communauté, le projet a remporté un succès remarquable qui a servi de tremplin à des activités futures. Les élèves et le personnel enseignant prévoient d'étudier d'autres aspects de ces deux questions très importantes. À l'aube du XXI^{e} siècle et au moment où l'attention du monde entier se tourne vers la paix mondiale et les questions écologiques, pourrait-il y avoir une activité plus utile pour une école secondaire que d'organiser une Semaine autour du thème ***«Guérir notre planète»***?

BOURSE NATIONALE POUR MÉRITE NOTABLE

Nom et adresse de l'enseignant : 90-6

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Expédition en canots sur le lac Abitibi

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Titre :

SUR LES TRACES DU CHEVALIER DE TROYES ET D'IBERVILLE

Introduction

Chaque année, depuis 1986, une vingtaine d'élèves de notre école secondaire participent à des expéditions en canots intitulées «*Sur les traces du Chevalier de Troyes et d'Iberville* (1686)». L'expédition Apollo est un cours à crédit de plein air, au cycle supérieur du secondaire, qui comporte un minimum de 60 heures de cours théorique, des sorties de canotage, des exercices de sécurité aquatique et une excursion préparatoire d'une quarantaine de kilomètres en plus de l'expédition comme telle. C'est l'histoire qui sert de fil conducteur aux diverses expéditions de ce programme qui dure depuis cinq ans. Cette année, le cinquième groupe d'élèves parcourra la dernière étape du trajet historique de 1686. Donc, de juin 1986 à juin 1990, plus d'une centaine de jeunes adultes auront parcouru en canot toute la route historique de Montréal à la «Mer du Nord», soit un trajet d'environ 1 400 kilomètres.

Caractéristiques des élèves

L'équipe responsable a cru nécessaire de faire appel à des élèves dont le développement physique et mental leur permettrait de résister à de longues journées à l'aviron ainsi qu'à des portages difficiles en milieu sauvage. Chaque année, nos groupes se composent de garçons et de filles de la 11e et de la 12e années des niveaux avancé, général ou

fondamental. L'expédition Apollo est une occasion pour les élèves dont le rendement scolaire est plus faible de vivre une expérience pédagogique parascolaire d'envergure, ce dont ils n'ont pas souvent la chance. Tous les élèves intéressés participent sur une base volontaire, puisque les rencontres ont lieu après les heures normales de classe. De plus, l'école ne rembourse pas toutes les dépenses subies; la nourriture et l'équipement de camping demeurent la responsabilité des élèves.

Objectifs

Les principaux objectifs du projet sont :

1. Suivre en partie une route importante dont se servaient les voyageurs, les marchands de fourrure de l'époque, qui a été parcourue par le Chevalier de Troyes et d'Iberville lors de l'expédition de 1686.

2. Aider les élèves à acquérir certaines aptitudes et attitudes sociales telles que le sens de l'autonomie, des responsabilités, du leadership et de la coopération.

3. Fournir aux élèves l'occasion de résoudre des problèmes, seuls ou en équipe, et de prendre les meilleures décisions possibles selon les circonstances.

4. Donner aux élèves l'occasion de suivre un programme de conditionnement physique et d'apprendre des techniques de canotage et de portage.

5. Permettre aux élèves de relever un défi qui exige le dépassement de soi sur le plan tant physique que mental afin de découvrir leurs limites et leurs capacités personnelles, et celles des autres.

6. Permettre à tous les élèves qui participent à l'expédition de goûter le bien-être que procure un effort physique important et la satisfaction de la tâche accomplie.

7. Lors d'arrêts à différents endroits-clés, transmettre des connaissances historiques et les expériences vécues aux gens du milieu.

Description

L'idée de marquer le tricentenaire du passage de de Troyes et d'Iberville dans la région du Témiscamingue est née en 1982. Le projet, qui a été mis sur pied en 1986, avait pour but de faire revivre l'histoire par la participation à une aventure réelle. Pendant toutes ses années d'existence, le projet a été réalisé grâce à la collaboration étroite non seulement du personnel enseignant mais aussi des autorités scolaires, des parents, des membres de la communauté et des médias.

Bien qu'il donne droit à un crédit de plein air, le projet fait appel à la multidisciplinarité. L'enseignant du module de communication familiarise les élèves avec les méthodes de prise de décisions, les stratégies en cas de crise et les règlements du corps expéditionnaire établis par consensus. Dans le module d'éducation physique, les élèves développent leur force musculaire pour pouvoir résister à la fatigue et leur agilité pour prévenir les accidents fâcheux. Il va sans dire que l'histoire et la géographie sont des atouts précieux pour l'expédition. Les élèves prennent connaissance du journal écrit par de Troyes en 1686. Ils apprennent à lire une carte topographique, déterminent l'itinéraire, trouvent les sites de camping, établissent les distances quotidiennes à parcourir et enfin notent les endroits où le corps expéditionnaire présentera une reconstitution historique. Au cours d'un sketch d'une cinquantaine de minutes, les élèves incarnent des personnages qui ont participé à l'expédition de 1686 (coureur de bois, Amérindien, forgeron, soldat, prêtre, artilleur, médecin, etc.). Ils revêtent des costumes d'époque qui comprennent même un mousquet pour plus d'authenticité. Durant la période de préparation, plusieurs personnes-ressources de la communauté sont invitées à faire des exposés sur divers sujets, par exemple l'archéologie, les premiers soins, l'histoire des Autochtones, l'histoire des fourrures, etc.

Un volet important d'activités touche la théorie du canotage. Les élèves apprennent les différents coups d'aviron, la fabrication du canot d'écorce, les noms des différentes parties du canot, les avantages du canot de fibres de verre et les techniques de réparation de celui-ci. Pour assurer la sécurité de l'expédition, les élèves apprennent à reconnaître les dangers que peuvent représenter les roches, les rapides, les chutes, les barrages et les portages. Ils font, en piscine, des exercices de sauvetage en cas de chavirement. Puis, ils participent à une excursion de deux jours au cours de laquelle ils mettent en application les techniques de canotage, de camping, de portage, de halage et de transport d'équipement. L'excursion, qui s'effectue sur une distance de quarante kilomètres, comprend une simulation d'accident. Avant le départ pour la grande aventure, les parents sont convoqués à une soirée d'information.

Effets sur les élèves

Par le conditionnement, les élèves apprennent à se connaître physiquement et mentalement. Ils acquièrent le sentiment que le projet leur appartient parce qu'ils participent activement à la prise de décisions. Ils revivent intensément l'histoire puisqu'ils suivent les traces des premiers explorateurs et jouent le rôle de personnages d'autrefois. Au contact de leur patrimoine de lacs, de chutes et de rivières, les jeunes voyageurs acquièrent un plus grand respect pour la nature tout en relevant des défis de taille qui leur permettent de découvrir leurs limites et leurs capacités. Cette expérience les marquera pour la vie, car les obstacles sont franchis grâce à la collaboration, aux efforts et à l'entraide de tous les membres de l'expédition. Ainsi, les élèves augmentent leur confiance en eux-mêmes et rehausse leur image d'eux-mêmes.

Conclusion

Pour la première fois depuis trois cents ans, un groupe de Franco-Ontariens a retracé en canots le trajet historique du Chevalier de Troyes et d'Iberville. Ce projet multidisciplinaire est le résultat d'un véritable partenariat éducationnel puisque les élèves, les membres du personnel enseignant, les parents, les autorités scolaires et les membres de la communauté y participent. Les défis relevés lors de la préparation et de l'expédition contribuent à l'épanouissement personnel des élèves. Ils sont mieux préparés ensuite à affronter les défis de la vie.

NATIONAL GREAT MERIT AWARD

Name and address of teacher: 90-6

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Canoe Expedition on Lake Abitibi

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Title:

IN THE WAKE OF KNIGHT DE TROYES AND D'IBERVILLE

Introduction

Each year since 1986, some twenty students from our high school have participated in canoe expeditions christened "*In the Wake of Knight de Troyes and d'Iberville* (1686)". The Apollo expedition is a senior secondary outdoor credit course that includes a minimum of 60 hours of theory instruction, canoe outings, water safety courses and a preparatory outing of about 40 kilometres, in addition to the actual expedition. History serves as the guide for the various expeditions in this program, which has been running now for five years. This year, the fifth group of students will cover the last stage of the historic 1686 journey. Between June 1986 and June 1990, more than a hundred young adults will have paddled the entire historic route from Montreal to the "Northern Sea", a journey of about 1,400 kilometres.

Characteristics of Students

The project team found that students must have the physical and mental maturity to withstand long days of paddling and difficult portages in the wilderness. Each year's group has consisted of boys and girls in grades 11 and 12 at the advanced, general or basic level. The Apollo expedition provides a rare opportunity for students with lower marks to participate in a major learning experience outside the school setting. All

interested students participate on a voluntary basis, since meetings are held after regular class hours. The school also does not cover all expenses; students are responsible for supplying food and camping equipment.

Objectives

The project's main objectives are:

1. Cover part of a major route used by voyageurs, the fur traders of that period, and which was followed by Knight de Troyes and d'Iberville in their 1686 expedition.

2. Help students acquire certain social skills and attitudes, such as independence, responsibility, leadership and cooperation.

3. Give students an opportunity to solve problems, individually or as a team, and make the best possible decisions under the circumstances.

4. Give students an opportunity to be involved in a physical training program and learn canoeing and portage techniques.

5. Allow students to take on a challenge that will test their physical and mental capacities, and thereby discover their personal abilities and limitations, and those of others.

6. Allow all students who participate in the expedition to experience the well-being that comes from hard physical exertion and the satisfaction of a job well done.

7. During stopovers at various key points, share historical knowledge and personal experiences with local residents.

Description

The idea of marking the tricentennial of de Troyes and d'Iberville's passage through the Témiscamingue region first emerged in 1982. The purpose of the project, set up in 1986, was to relive history by participating in a real adventure. Throughout its life, the project was carried out with the close cooperation not only of teachers but also school officials, parents, members of the community and the media.

Although it provides an outdoor credit, the project is based on a multidisciplinary approach. Instruction in the communications module familiarizes students with decisionmaking methods, crisis strategies and rules of the expedition group set by consensus. In the physical education course, students develop muscle strength to withstand fatigue, and agility to prevent unfortunate accidents. Of course, history and geography are valuable assets for the expedition. Students read the diary written by de Troyes in 1686. They learn how to read a topographic map, select a route, locate campsites, set daily distances to be covered and note locations where the expedition group will present a historical re-enactment. Through a sketch lasting about 50 minutes, students portray persons who participated in the 1686 expedition (coureur de bois, Indian, blacksmith, soldier, priest, gunner, doctor, etc.). They wear period costumes and even carry a musket for authenticity. During the preparatory period, several resource people from the community are invited to give talks on various subjects, such as archaeology, first-aid, native history, history of the fur trade, etc.

Canoeing theory is an important aspect of the activities. Students learn various paddle strokes, how to make a birch bark canoe, the advantages of fibreglass canoes, and fibreglass repair techniques. To ensure a safe expedition, students learn to recognize the dangers posed by rocks, rapids, waterfalls, dams and portages. Lifesaving capsize drills are held in the swimming pool, followed by a two-day outing to practice canoeing, camping, portage, towing and equipment transportation techniques. This outing of about 40 kilometres includes a simulated accident. Prior to departure of the main expedition, parents are invited to an information evening.

Impact on students

Through training, students learn their physical and mental capabilities, and through active participation in decisionmaking, gain a sense that this project belongs to them. They intensely relive history by following in the wake of early explorers and playing their role. Through close contact with their heritage of lakes, waterfalls and rivers, the young voyageurs acquire greater respect for nature while meeting major challenges that help them discover their own abilities and limitations. This experience will mark them for life, because the obstacles are overcome through cooperation, hard work and mutual assistance by all members of the expedition. Students increase their self-confidence and enhance their self-image.

Conclusion

For the first time in 300 years, a group of Franco-Ontarians has retraced by canoe the historic journey of Knight de Troyes and d'Iberville. This multidisciplinary project is the result of a genuine educational partnership between students, teachers, parents, school officials and members of the community. The challenges taken on in the preparatory phase and during the expedition contribute to the students' personal growth and prepare them to face life's challenges.

NATIONAL AWARD FOR GREAT MERIT

Name and address of teacher: 90-7

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Hendrik Smit

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Title:

WRITING READINGS FOR ADULTS

Introduction

One of the goals of education as outlined in Ontario schools: Intermediate and Senior Division (OSIS), is to help students "to develop a sense of personal responsibility in society at the local, national, and international levels". The ***Writing Readings for Adults*** Program gives students the opportunity to write high interest, low vocabulary essays and fiction for adults enrolled in the Kent County Adult Basic Literacy Program (ABLP).

Margaret Rumble, Director for ABLP, contacted me requesting student writing since suitable reading materials were difficult to find for those enrolled in the Adult Literacy Program. After being introduced to the needs of the adults, the students had the opportunity to research, and then write for a real audience and, in the process, gain insight into the difficulties faced by adults learning to read or upgrade their skills.

Characteristics of Students

Two classes of grade 12 Advanced English students and one 17 year-old OAC English student were involved in ***Writing Readings for Adults***. One class of ten year-old grade 5 students served as editors for the writing project.

Objectives

The aims and objectives of the ***Writing Readings for Adults*** are to:

1. help students to develop a sense of personal responsibility at the local ... level;
2. extend the role of the school beyond the provisions of courses and programs;
3. develop positive attitudes towards the needs of others;
4. acquire knowledge about and the sensitivity to the needs of illiterate adults;
5. contribute their abilities to the community;
6. write high interest, low vocabulary readings for a specific audience.

Description

The Project began with a student in my OAC English course who researched interesting Kent County events such as The Baldoon Mystery and Lord Selkirk's Settlement for an Independent Learning Assignment. After her first drafts were written, a selected grade 5 student edited and revised her work by pointing out words and phrases which he found difficult to read.

The essays were revised and rewritten by the OAC student who presented them to Mrs. Rumble of the ABL program. She made copies for her adult students, many of whom read at a grade 5 level, or below. She reported on the surprise and appreciation expressed by her adult readers. Adults responded with "I've lived here all my life and this is the first time I've been able to read and learn about things that happened in this area".

By using the OAC Independent Learning model as an example, I introduced the idea of writing for adults to my grade 12 Advanced English students. Having been convinced of the need for and worth of such a writing project they eagerly devised a list of people, places, and events in Kent County and area. Topics such as "Major Floods in Wallaceburg", "Kent County Liberals", "Josiah Henson", "Local Authors", "Jeanne Gordon", "The Darcy McKeough Floodway", and "Industries in Kent County" were just a few of the interesting ideas researched and written about.

The time taken to complete the writing assignments was arranged so that students spent six to seven weeks -- six to seven hours of class time -- researching, reading, and writing drafts. The students spent their time

"laying out tasks in stages", they became "familiar with and how to use a variety of resources", "exercised initiative", and gained "confidence in their ability to learn". Revisions and peer editing were used to help shape the writing for adults in a basic literacy program.

Next, the class set of draft research reports were delivered to an eager class of grade 5 "editors". By using an editing guide, collaboratively developed by my students and myself, the grade 5 students read the essays and placed square brackets around difficult words and phrases; they also circled, for example - misspelled words. The "editors" then added comments and the edited drafts were returned to my grade 12 students, who, I might add, anxiously awaited the return of their work.

My students read the comments, made the appropriate revisions and added or changed titles as requested.

Final drafts were written; the copies were typed, collated and then bound. Copies were presented to the Adult Basic Literacy Centre for use by adult students. Mrs. Rumble reported that of forty copies made, thirty are in constant circulation as adults use them as readers for practise.

The second phase of the ***Writing Readings for Adults*** Project occurred during the second semester of the 1988-89 school year with a new class of grade 12 Advanced English students.

Instead of writing research essays on topics of local interest, the students wrote short stories based on personal experiences.

First, they wrote narratives about memorable events which had occurred in their lives, such as obtaining a driver's license, an outstanding holiday, a tragedy, and a memorable friend.

Once the personal stories were written, I asked my students to substitute fictional characters names, replacing the first person, "I". As well, during the revision stage, fictional names were substituted for other people and places mentioned in the stories.

By using the editing process of the first semester, the students' revised drafts were sent to the grade 5 class – the same students who edited the research essays.

Again, the suggestions for improvement and clarity were heeded by my grade 12 students who were delighted by the enthusiastic comments of their "editors". Once the final drafts were completed, they, too, were typed

and spiral bound into a permanent anthology of high interest, low vocabulary readings for adults in the Basic Literacy Program.

Impact on Students

My students completed their assignments with a great deal of enthusiasm and satisfaction, particularly after they realized that their writings were actually going to be read and appreciated by someone other than the teacher or a classmate.

Writing for such a specific audience gave new meaning and purpose to their efforts. Questions such as "Will they like our work?", "Will they be able to understand it?", and "Do you think they might like some poetry, too?", demonstrated their concerns for the adults who were learning to read. My students listened with pride when Mr. Woodrow, a member of an advisory group to the ABL program, visited my class and warmly thanked them for the contribution which they made towards combating illiteracy in Kent County.

Conclusion

The ***Writing Readings for Adults*** gave me the opportunity to implement several of the aims, as indicated in OSIS and in The English Curriculum Guideline, 1987. By becoming more familiar with suggested evaluation techniques such as formative evaluation, I have been better able to evaluate my students in all areas of their work.

By having published copies of the students' anthologies available in class, it has become easier to "sell" student writers on the merits of writing for those other than teachers and classmates. The writing process can be tedious, but can lead to, as in ***Writing Readings for Adults***, worthwhile results.

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LA RÉDACTION D'HISTOIRES POUR DES ADULTES

Introduction

Comme l'indique Les écoles de l'Ontario aux cycles intermédiaire et supérieur (ÉOCIS), l'un des buts de l'éducation est d'aider chaque élève à «accepter ses responsabilités personnelles dans la société aux niveaux local, provincial, national et international». Le projet ***La rédaction d'histoires pour des adultes*** donne l'occasion aux élèves d'écrire des dissertations et des oeuvres de fiction intéressantes, au vocabulaire simple, pour les adultes inscrits au programme d'alphabétisation du comté de Kent.

Margaret Rumble, directrice du programme, m'a demandé des compositions d'élèves parce que le matériel de lecture convenant aux adultes analphabètes était difficile à trouver. Après s'être familiarisés avec les besoins de ces adultes, les élèves ont eu la possibilité d'effectuer de la recherche puis de rédiger pour un vrai public; durant le processus, ils ont acquis une meilleure compréhension des difficultés auxquelles font face les adultes qui apprennent à lire ou qui cherchent à améliorer leur capacité de lecture.

Caractéristiques des élèves

Deux classes de 12^{e} année de niveau avancé ainsi qu'une élève de 17 ans du cours préuniversitaire de l'Ontario ont participé au projet. Les

élèves âgés de 10 ans d'une classe de 5e année ont joué le rôle de réviseurs.

Objectifs

Le projet a pour objectifs :

1. d'aider les élèves à développer le sens des responsabilités personnelles à l'échelle locale;
2. d'élargir le rôle de l'école pour qu'il dépasse la prestation de cours et de programmes;
3. de développer des attitudes positives à l'égard des besoins d'autrui;
4. d'acquérir des connaissances et une sensibilité à l'égard des besoins des adultes analphabètes;
5. de mettre les capacités des élèves au service de la communauté;
6. de rédiger des histoires intéressantes, au vocabulaire simple, pour un public précis.

Description

Le projet a vu le jour lorsqu'une étudiante de mon cours préuniversitaire d'anglais a effectué des recherches sur des événements intéressants qui se sont produits dans le comté de Kent, par exemple le mystère Baldoon et la colonie de Lord Selkirk, pour un projet d'étude personnelle. Après la rédaction des premières versions, on a choisi un élève de 5e année qui a révisé le texte en lui signalant les mots et les phrases qu'il trouvait difficile à lire.

L'étudiante a ensuite reformulé ses dissertations qui ont été présentées à la directrice du programme d'alphabétisation. Cette dernière fit des copies pour ses élèves adultes dont le niveau de lecture correspondait, pour la plupart, à la 5e année ou moins. Mme Rumble a constaté la surprise et l'appréciation des élèves adultes, qui lui ont dit : «J'ai vécu ici toute ma vie et c'est la première fois que je peux lire des textes et apprendre ce qui s'est passé dans le comté».

Me servant du modèle d'étude personnelle suivi par l'étudiante en question, j'ai proposé aux élèves de 12e année de niveau avancé de mon cours d'anglais de rédiger des histoires pour les adultes. Après avoir été convaincus du besoin et de la valeur d'un projet du genre, ils se sont empressés de dresser une liste de personnages, d'endroits et d'événements du comté de Kent et des environs. «Les grandes inondations de Wallaceburg», «Les libéraux du comté de Kent», «Josiah Henson», «Des

auteurs locaux», «Jeanne Gordon», «Le canal de dérivation Darcy McKeough» et «Les industries du comté de Kent» ne sont que quelques-uns des faits intéressants à propos desquels les élèves ont fait des recherches et rédigé des textes.

Les travaux de rédaction ont été organisés de manière à ce que les élèves passent de six à sept semaines - soit de six à sept heures en classe - pour effectuer la recherche, la lecture et la rédaction des versions préliminaires. Les élèves ont ensuite pris du temps pour déterminer les différentes étapes de travail et pour se familiariser avec diverses ressources et les façons de s'en servir. Ils ont fait preuve d'initiative et acquis de l'assurance dans leur capacité d'apprendre. La révision mutuelle par les camarades a permis d'adapter les textes en fonction des adultes inscrits au programme d'alphabétisation de base.

Ensuite, la série de rapports préliminaires de recherche a été remise à une classe de 5e année dont les élèves attendaient avec impatience de jouer le rôle de «réviseurs». Au moyen d'un guide de révision, élaboré par mes élèves et moi-même, les élèves de 5e année ont lu les dissertations et placé entre parenthèses les mots et les phrases difficiles; ils ont aussi encerclé, par exemple, les fautes d'orthographe. Les «réviseurs» ont par la suite ajouté leurs observations avant de retourner les textes à mes élèves de 12e année qui, il faut l'ajouter, ont reçu avec empressement leurs travaux.

Mes élèves ont lu les observations, ont apporté les révisions pertinentes et ajouté ou modifié les titres, comme on le leur avait demandé.

Ils ont ensuite rédigé une version définitive qui a été dactylographiée, assemblée, puis reliée. Les exemplaires des textes ont été remis au centre d'alphabétisation afin de servir aux élèves adultes. Mme Rumble a signalé que, des 40 exemplaires, 30 sont en circulation constante puisque les adultes les utilisent pour faire de la lecture.

La deuxième étape du projet s'est déroulée durant le second semestre de 1988-1989 avec une nouvelle classe de 12e année de niveau avancé du cours d'anglais.

Au lieu de rédiger des travaux de recherche sur des sujets d'intérêt local, les élèves ont composé des nouvelles à partir d'expériences personnelles.

Ils ont d'abord narré des événements mémorables qui se sont produits dans leur vie, par exemple l'obtention du permis de conduire, des vacances spéciales, une tragédie ou une personne inoubliable.

Une fois les histoires rédigées, j'ai demandé à mes élèves de remplacer le pronom de la première personne par des noms de personnages fictifs. De plus, au cours de la révision, les élèves ont substitué des noms fictifs aux autres noms de personnes et de lieux qui figuraient dans les histoires.

Selon le modèle de révision suivi lors du premier semestre, les textes préliminaires ont été envoyés aux élèves de 5e année -- les mêmes qui avaient révisé les rapports de recherche.

Encore une fois, mes élèves de 12e année, heureux des observations enthousiastes de leurs «réviseurs», ont tenu compte des suggestions visant à améliorer et à éclaircir les textes. Lorsque les textes définitifs ont été terminés, ils ont été dactylographiés puis assemblés au moyen d'une reliure spirale pour constituer une anthologie permanente de textes intéressants, au vocabulaire simple, à l'intention des adultes du programme d'alphabétisation.

Effets sur les élèves

Mes élèves ont fait leurs travaux avec beaucoup d'enthousiasme et de satisfaction, surtout lorsqu'ils se sont rendu compte que leurs textes seraient vraiment lus et appréciés par d'autres personnes que leur enseignant ou leurs camarades.

Le fait de rédiger pour un public donnait un nouveau sens et un nouveau but à leurs efforts. Les élèves se préoccupaient des adultes qui apprenaient à lire et se demandaient s'ils aimeraient leurs textes, s'ils pourraient les comprendre et s'ils seraient aussi intéressés à lire de la poésie. Lorsque M. Woodrow, membre du groupe consultatif du programme d'alphabétisation, a visité la classe, il a chaleureusement remercié les élèves, qui écoutaient avec fierté, de leur contribution à la lutte contre l'analphabétisme dans le comté de Kent.

Conclusion

Le projet a donné l'occasion de mettre en oeuvre plusieurs des objectifs d'ÉOCIS et du programme-cadre d'anglais de 1987. Parce que je me suis familiarisé davantage avec les techniques d'évaluation proposées, comme l'évaluation formative, j'ai été mieux en mesure d'apprécier tous les aspects des travaux de mes élèves.

La présence d'anthologies de travaux d'élèves dans la classe rend ma tâche plus facile lorsqu'il s'agit de «vendre» aux jeunes rédacteurs et rédactrices l'idée qu'il est important d'écrire pour d'autres personnes que

pour les enseignants ou enseignantes et leurs camarades. Le processus de rédaction peut être fastidieux, mais il peut mener à des résultats qui en valent la peine, comme l'a montré le projet.

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Title:

GRADE 12 GENERAL FRENCH PROGRAM

Introduction

This project deals with an innovative new French course for students at the general level in their fourth year of secondary school. Its aim is to provide practical and interesting experience both within the classroom and in other parts of the school. Because of its unique approach, students are motivated to continue language studies and are encouraged by new materials -- good results.

Titre :

PROGRAMME DE FRANÇAIS GÉNÉRAL POUR LA 12e ANNÉE

Introduction

Ce projet constitue un cours innovateur de français pour le niveau général de la quatrième année de l'école secondaire. Son but est de fournir une expérience pratique et intéressante aussi bien dans la salle de classe qu'ailleurs dans l'école. À cause de l'approche unique employée, les élèves sont motivés à poursuivre leurs études relatives à la langue et sont encouragés par le nouveau matériel et les bons résultats obtenus.

Characteristics of Students

The students involved in the project are in the fourth year of a general French program. They tend to be nonacademic students who need an active, hands-on approach to learning. Because of their background in the language, they need basic structures which enable communication in day-to-day situations. Their interests are often focused on the world of work after high school, so an effort has been made to incorporate the skills they will need upon graduation.

Objectives

The objectives of this project include:

1. development of language skills using simple structures for practical communication;

2. development of an appreciation of the Francophone cultures through "hands-on" experience in the making of crafts, the study of some history and geography, exploring the media through films, songs, newspapers and TV; and

3. development of personal confidence and growth by allowing opportunities for creativity in writing a yearbook, a letter to the editor, etc. and in the production of videos.

Description

The goals of this project include giving the general-level students the opportunity to learn and practice communication skills in everyday situations and familiarizing the student with the language and culture of Francophones in Canada and in other parts of the world.

The project aims to enable the student to:

- listen to and understand ideas and concepts expressed in French;
- express orally his/her experiences, thoughts and feelings in simple French;
- read and follow instructions showing a level of comprehension appropriate to his/her individual stage of development;
- write practically, i.e., letters of application;
- become familiar with the customs, geography, history, institutions, traditions, arts and crafts of French Canada and other French regions of the world;
- develop a sensitivity to other cultures and peoples, and a critical awareness of his/her own culture.

The course is built around one-week units. Some deal with grammar and language study as well as supplementary reading, designed to suit the interest and level of individual students. Others centre on a variety of cultural topics in areas such as history, geography, film and music. Media -- radio, TV and newspapers -- are covered with French as the language of communication. Practical skills such as typing, using a computer, reading road signs and filling in job applications are discussed. Students

tape cassettes, film a video and plan, design and prepare their own class yearbook. Cooking and crafts are part of a week of hands-on activities. Job skills are stressed. Communication is in French.

Activities used deal with different types of learners -- students use a hands-on approach frequently and are encouraged to use their talents (art, music, research skills, technical skills) while using French. Emphasis is placed on practicality, current topics and fun! Students come to see French as a usable, practical, "everyday" language -- not merely something spoken in a classroom or read in a textbook.

Impact on Students

The course is new, different and exciting for the students involved. French becomes useful as a means to an end rather than being a system of grammar rules. Student achievement is high and is based on job skills and participation as well as factual knowledge. This enables academically weaker students to achieve. The one-week units increase interest -- students enjoy topics and master them and then move on -- there is no time for being bored. The course impacts not only on the French knowledge of the students, but also on their practical skills needed for the future, their ability to research rather than regurgitate facts and on their willingness and ability to lead and/or participate in, a group of their peers. They love it!

Conclusion

This project has enabled us to keep a type of student who once dropped out of language study altogether. It also has incorporated many new elements which, with some modification, can be used in other courses. It encourages interaction among teachers of my own department and with other departments in the school. And, most importantly it is designed for **STUDENTS**. They are interested in it, motivated by it, enthused at their results, and therefore encouraged to continue to improve their knowledge and use of French once they leave the confines of the classroom.

Students/Groupe d'élèves

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90-9

Napoléon Beaulieu

Nom et adresse de l'école :

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Titre :

LES RELATIONS PUBLIQUES DE L'ÉCOLE SAINT-JACQUES

Introduction

Depuis 1974, il existe un programme de relations publiques à l'école Saint-Jacques. Celui-ci est d'abord né de la nécessité d'expliquer aux parents et même à certains membres du personnel enseignant les innovations en matière d'apprentissage et d'enseignement. Un comité de relations publiques a été mis sur pied pour apaiser les inquiétudes et favoriser la participation de tous les partenaires de l'éducation.

Title:

PUBLIC RELATIONS AT THE ST-JACQUES SCHOOL

Introduction

A public relations program was implemented at the Saint-Jacques School in 1974 to help parents and even some teachers understand innovations related to learning and teaching. A Public Relations Committee was set up to alleviate some concerns and promote the involvement of all partners in education.

Caractéristiques des élèves

Les 461 élèves de la 1re à la 9e année profitent du programme de relations publiques. Répartis dans 17 classes, ceux-ci comprennent les élèves des classes ordinaires, les déficients mentaux moyens ainsi que des élèves handicapés physiques. Grâce au programme de relations publiques, ils peuvent bénéficier de l'enseignement personnalisé.

Objectifs

Le premier but d'un programme de relations publiques est évidemment de faire connaître l'école au milieu qu'elle dessert. Comme les citoyens d'une localité sont les sociétaires de l'établissement scolaire, ils ont le droit de connaître tous les détails de l'organisation et de l'administration de leur école. Par conséquent, un programme de relations publiques cherche à créer un climat de confiance entre les membres du personnel enseignant et scolaire, l'administration, les élèves, les parents et tous les agents de l'éducation. La planification d'activités au cours desquelles les personnes qui seront touchées par les décisions peuvent exprimer leurs opinions permet de répondre aux inquiétudes légitimes que soulève l'introduction de nouvelles méthodes, de nouveaux programmes, etc. Ce faisant, on encourage les parents à participer à certains comités. L'objectif ultime est de créer une atmosphère scolaire où il fait bon vivre et travailler, non seulement pour le personnel enseignant mais surtout pour les élèves.

Description

Pour établir de bonnes relations publiques et obtenir la collaboration du milieu, on constitue chaque année un comité de relations publiques à l'école. Les membres du comité déterminent les besoins des élèves et du personnel, formulent des objectifs, choisissent une ou deux priorités puis analysent les moyens de les réaliser. Un comité de relations publiques est également constitué dans la municipalité de Saint-Jacques. Celui-ci collabore étroitement avec le comité de l'école pour obtenir de l'appui à l'égard des projets scolaires. Divers moyens servent à faire connaître le fonctionnement de l'école, les activités et les programmes offerts, etc. L'association foyer-école est une organisation propice à des rencontres chaleureuses entre membres du personnel enseignant et parents. Des éditoriaux et des articles sont publiés dans le journal «Le Madawaska». On profite des rencontres avec les parents et des fêtes scolaires pour établir et maintenir des contacts. Le carnet scolaire renseigne les parents sur le rendement et le comportement de leurs enfants. Le journal et l'annuaire scolaires qui sont remis ou vendus aux familles servent à faire connaître la vie de l'école aux gens du milieu. Enfin les diverses activités qui ont lieu à l'école (projection de films, exposition, etc.) sont autant d'occasions d'informer les parents, de les inviter à participer financièrement ou autrement à la vie de l'école.

Effets sur les élèves

Le climat de coopération qui s'installe grâce au programme de relations publiques fait de l'école un milieu où il fait bon vivre, travailler et se recréer. Les membres du personnel enseignant connaissent mieux les élèves et transmettent plus facilement ces informations aux parents. Ces derniers peuvent fournir des renseignements utiles aux enseignants et aux enseignantes : état de santé, maladie antérieure, goût, occupation préférée, lecture, aptitudes, situations délicates qui peuvent influencer la conduite et le travail. En retour, les enseignantes et les enseignants font part aux parents de leurs observations quant à l'intelligence, la mémoire, l'application au travail, la discipline, la fréquentation scolaire, les retards et plusieurs autres aspects de la conduite générale des élèves. Les enfants sont donc les premiers bénéficiaires de cette coopération parce qu'ils sont mieux connus et suivis.

Conclusion

Le programme de relations publiques de l'école Saint-Jacques n'exige aucun matériel ou équipement spécial. Toutefois, il requiert beaucoup de bonne volonté, d'abnégation, d'écoute et de travail d'équipe. Grâce à son dynamisme, le comité des relations publiques a favorisé l'intégration des élèves déficients mentaux moyens et des handicapés physiques. Il a aussi favorisé une plus grande harmonie entre les partenaires de l'éducation.

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Title:

YOUNG WRITERS PROGRAM AND CONFERENCE

Introduction

The purpose of the ***Young Writers Program*** was to provide children with the opportunity to share their written work orally with a variety of audiences. The philosophy was that, regardless of ability, children developed more enthusiasm for writing if it became an ongoing, active process, involving oral presentation, feedback and rewards.

The seven teachers and four teacher librarians who chose to be a part of the ***Young Writers Program*** shared a philosophy that the best way for their students to learn to write was by offering them daily opportunities to do so. These teachers used their individual talents, methods and procedures to

Titre :

PROGRAMME ET CONFÉRENCE POUR JEUNES RÉDACTEURS ET RÉDACTRICES

Introduction

Le Programme a pour but de procurer aux enfants l'occasion de présenter leur travail écrit de vive voix à divers auditoires. Il se fonde sur le principe que, peu importe leurs attitudes, les enfants deviendront plus enthousiastes à l'égard de la rédaction si elle est perçue comme un processus actif et continu, qui comprend la présentation orale des travaux, la rétroaction du public et des récompenses.

Les sept membres du personnel enseignant et les quatre bibliothécaires scolaires qui ont choisi de participer au Programme partageaient l'opinion que le meilleur moyen d'apprendre à leurs élèves comment écrire est de leur offrir tous les jours des occasions de faire de la rédaction. Ils mettent à

assist their students in developing a portfolio of work throughout the year.

contribution leurs talents individuels, leurs méthodes et approches pour aider les élèves à constituer un dossier de leurs travaux durant l'année.

Characteristics of Students

Students from seven different classrooms in five schools participated in the YWP. Entire classrooms were involved. In keeping with the above philosophy, all levels of academic ability were included. Students were represented by a variety of ethnic and socio-economic backgrounds. The grade distribution was as follows: one grade 2, one grade 3, one grade 2/3, two grade 4 classes, one grade 5/6 and one grade 6 class.

Objectives

The objectives of the ***Young Writers Program*** were:

1. to provide students with a greater awareness that writing is an important communication skill for use across the whole curriculum, not just in language arts;

2. to provide students with a sense of personal importance because they have created a collection of writing that is unique to them;

3. to encourage students to think, write and comment critically and creatively about their own and others work;

4. to encourage students to express their ideas and knowledge in different genres (stories, poetry, essays and art);

5. to develop oral communication skills for presenting their written work to an audience with the help of experienced persons in the literary field;

6. to work toward and fulfill a sequence of goals, i.e., preparing to present work to a variety of audiences during the school year (1988-89) and to participate in a Young Writers Conference in April 1989); and

7. to publish an anthology that would contain one piece of work from each participating student.

Description

The Program consisted of nineteen school visits, a spring conference and four adult planning meetings. The Saskatchewan Writers Guild funded local storyteller/writer, Chris Lindgren, to accompany me on the school visits. Chris was well qualified to demonstrate oral presentation of stories and poems to the students. Before the school visits, Chris and I collaborated with the classroom teachers to decide upon the focus of each session. The first centred on oral delivery and the second on attention to descriptive language. We visited each school two or three times during the year for the sessions. I made additional visits to welcome classes into the program, to deliver bookmarks, buttons and other tangible rewards, and to discuss the outcome of visits with teachers. We also kept in touch by phone and at the large adult group meetings in my home, at which time we got to know one another.

The sessions consisted of a 20-30 minute introduction by Chris and I; 60 minutes of small group peer sharing of student work, with an emphasis on the focus of the day; and if time permitted, a workshop back in the classroom when students could incorporate suggestions from small group sharing into their final drafts. The classroom teachers who volunteered to engage in the YWP held as part of their teaching philosophy that the best way to teach children to write was by giving them daily opportunities to do so. They taught the process according to their own teaching styles. The YWP emphasis was on the oral presentation of work in progress and the final product.

On April 28, 1989 YWP participants attended a Young Writers Conference at the University of Saskatchewan, which I planned over the year. Each student attended three sessions given by members of the literary community. Two days later the students were invited to read their work at the Frances Morrison Public Library, a special event. In May 1989, we published an anthology containing one piece of work from each student plus illustrations, photographs and other remembrances.

Support and feedback throughout the year by my administration and colleagues were most encouraging. We met our objectives, and the rewards were numerous. Although the general plan for Program implementation was followed, the flexibility, creativity, cooperation and enthusiasm of the adults who were involved determined the Program's final "shape" and success. Some examples of Program support were a "YWP launch" by one of the schools, complete with invitations to parents, balloons and posters; a feature article in the February 17, 1989 issue of The Saskatoon Mirror; and write-ups in our "Educational Services Bulletin"

and various classroom and school newsletters. One participating teacher expressed an interest in forming a teachers writing support group for the 1989-90 school year and at least one school continued the young writers concept on a school-wide basis for 1989-90. It was a pleasure to see how comfortably parents, grandparents and volunteers fit into the Program.

Impact on Students

The students were always well prepared for and enthusiastic about our visits to their classrooms. At first the comment, "I can't write!", was a common one, but by the end of the Program, the majority of students had become confident writers. They took responsibility for their own writing and had become more astute listeners. The classroom teachers noted an overall improvement in self-concept. The most common student reaction was, "Writing is fun!".

I hope the students will carry their writing skills and enthusiasm for sharing their work into future school years and into their leisure time and life skills. I compiled a YWP Kit which is available as an information source for persons who are looking for guidelines for their own classroom writing projects.

Conclusion

The Program was a rewarding experience for everyone involved. The written evaluation and oral comments from teachers and students assured me that a young writers program is both enjoyable and easily integrated into the regular school program. The YWP was personally and professionally rewarding for me. It enabled me to envision, plan, organize, communicate about, budget for and evaluate a project. These skills will be valuable for me as a teacher in future activities. The bonds we adult participants have formed may provide a network for future writing projects.

Note: Thanks to an EDF Grant, the YWP concept will be repeated during the 1990-91 school year as "***Young Writers Program, Chapter 2***".

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Title:

COOPERATIVE LEARNING LESSON MANUAL FOR THE HIGH SCHOOL MATH PROGRAM

Introduction

In recent years, cooperative learning has made an impact on the education system. Though the major emphasis appears to be at the elementary and middle grades, there seems to be a movement beginning in the high school. As the idea of cooperative learning at the high school gains momentum and teachers become aware of the tremendous potential for student growth, more and more teachers will incorporate the strategy into their repertoire.

Cooperative learning which involves the five key elements of

Titre :

GUIDE D'APPRENTISSAGE COOPÉRATIF POUR L'ENSEIGNEMENT DES MATHÉMATIQUES À L'ÉCOLE SECONDAIRE

Introduction

Ces dernières années, l'apprentissage coopératif a laissé son empreinte sur le système d'éducation. Bien que l'influence soit plus forte sur les classes des cycles élémentaire et intermédiaire, elle semble commencer à se faire sentir également dans les écoles secondaires. À mesure que l'apprentissage coopératif gagne du terrain dans les écoles secondaires et que le personnel enseignant prend conscience de ses très grandes possibilités pour stimuler le développement des élèves, il deviendra une stratégie pédagogique de plus en plus répandue.

L'apprentissage coopératif, qui comprend cinq éléments-clés, à

face-to-face interaction, individual accountability, positive interdependence, social skills, and group processing addresses the problem of working positively with others to solve a problem. By teaching collaborative skills and structuring lessons through positive interdependence, students develop higher level thinking skills such as clarification, synthesis, analysis and evaluation.

savoir l'interaction directe, la responsabilité individuelle, l'interdépendance positive, les aptitudes sociales et les travaux collectifs, montre aux élèves comment travailler de façon constructive avec d'autres pour résoudre un problème. Puisqu'on enseigne la collaboration, grâce à des leçons axées sur l'interdépendance positive, les élèves affinent leur capacité de réflexion, c'est-à-dire la clarification, la synthèse, l'analyse et l'évaluation.

Characteristics of Students

The students involved in this project are Math 33 students, both boys and girls, aged 17 to 19. These students have shown a reluctance and difficulty in mathematics. This project involved two groups of students: twenty-eight students in 1988-89, twenty-two students in 1989-90. The failure rate was in excess of 30 per cent, yet with cooperative learning this rate fell to less than 8 per cent.

Objectives

The purpose of the project is to produce a manual of lessons that any teacher trained in cooperative learning can use in his/her classroom. With the current copyright law, it is difficult for the teacher to do much more with the textbook than to give the lecture and assign homework. The low-achieving student not only has an aversion to textbooks, but in many cases memorizes the examples and hopes that test questions are similar. These students often forget the unit as soon as it is finished and when it comes to review, the teacher usually has to reteach the unit. The objective of this project is to provide the student with the opportunity to develop a thorough understanding of the concepts. As well as providing a manual of lessons, I also hope to present ideas for more creative use of the text.

This manual also provides ideas on how to develop higher level thinking, through the teaching of collaborative skills such as checking for understanding, criticizing ideas, generating additional solutions, paraphrasing, giving directions, summarizing, elaborating, clarifying, explaining, justifying and testing reality.

Description

Cooperative problem-solving has a major significance for high school students, as many will soon be facing the work force. Since the major reason employees are fired is their inability to get on with their fellow workers, employers are more interested in how well their employees work with each other, how well they can solve problems, and how willing they are to accept challenge. This project attempts to address this problem by producing a manual of cooperative lessons.

The methods used to develop these lessons were to adapt the different types of interdependence: identity, role, resource, reward, task, environment, outside enemy, fantasy and goal. The teaching strategies of concept attainment, concept formation, team games tournament, STAD (student teams achievement division), group investigation and learning together were also used.

Many of the lessons have application to all levels of mathematics. The polynomial section, for example, covers jigsaws for all types of factoring. The function and relation section covers concept attainment lessons which could be used in Math 20, 33 and 30. The trigonometry, exponents, logarithms and statistics sections use a number of different cooperative strategies which could be used at numerous levels. There are team games tournaments for each unit and a number of games, sponge activities, and group investigations which can be used to review and reinforce the concepts.

Many textbooks have always attempted to encourage the student to develop problem-solving strategies. Invariably, the teacher provides the explanation, and assigns homework to be done independently. It is believed the student will develop his/her own problem-solving strategies. This project is a variation on the textbook as it emphasizes the importance of working together to solve problems and the collaborative skills required to be successful. This project builds in interdependence among students, and addresses the social skills and processing required in a group setting.

I think as we enter the nineties, teaching as we know it will go through some major changes. There is over ninety years of research indicating the positive effects of cooperation on achievement and self-esteem. As we enter the nineties, it seems that the idea of cooperation to achieve common goals is the trend. This project hopes to provide teachers with the materials which will aid them in experimenting with cooperative learning in their classrooms.

Impact on Students

Students have shown marked improvement. Their average gain was 10 per cent higher than the control group which were taught in the standard way. An interesting point is that the girls did better than the boys in the cooperative setting, yet both improved. The students also show a genuine caring for each other, enthusiasm for mathematics, and more confidence in a problem-solving situation. It also provides the students with the opportunity to practice the social skills necessary to be a productive member of society.

Conclusion

With high interest developing in cooperative learning, there is a need to develop materials. The materials in the project would allow the teacher more time to be creative as he/she would not be spending the exhaustive amount of time required to prepare materials. Math is an exciting area to experiment with Cooperative Learning. Unfortunately, there are few materials other than the text provided.

Cooperative learning, in its many forms, has been around since Socrates. As mentioned earlier, there are ninety years of research on cooperative learning -- more than all the other teaching strategies combined, and the results are invariably positive. This project hopes to provide teachers with the materials to keep abreast of the trend back to the more traditional forms of teaching: cooperation.

***NOTE:** Rick Bookham is on leave of absence for the 1990-91 school year and can be contacted at the following address:/Rick Bookham est en congé pour l'année scolaire 1990-1991. On peut communiquer avec lui à l'adresse suivante :

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Peter Cumming

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Title:

"FROM ORAL TO WRITTEN" IGLOOLIK READING – WRITING – PERFORMING – PUBLISHING PROJECTS

Introduction

When I began teaching Inuit junior and senior high school students at Ataguttaaluk School I recognized that there was a profound need for literacy development in both Inuktitut and English. Having just returned to teaching from careers in theatre, writing and publishing, I discovered that the activities in which I had been involved professionally could be powerful tools for students (as well as their parents and grandparents) to use to preserve, transmit and extend their language and culture.

Titre :

«DE L'ORAL À L'ÉCRIT» : PROJETS DE LECTURE - RÉDACTION - THÉÂTRE - ÉDITION D'IGLOOLIK

Introduction

Lorsque j'ai commencé à enseigner à des élèves inuits des cycles inférieurs et supérieurs de l'école secondaire Ataguttaaluk, j'ai constaté de sérieux besoins d'accroître le degré d'alphabétisation aussi bien en inuktitut qu'en anglais. Après mon retour récent à l'enseignement après des années de métier dans les domaines du théâtre, de la rédaction et de la publication, j'ai découvert que mes activités professionnelles passées pouvaient servir d'outils très efficaces pour inciter les élèves (ainsi que leurs parents et grands-parents) à préserver, à transmettre et à faire rayonner leur langue et leur culture.

Characteristics of Students

The Igloolik reading -- writing -- performing -- publishing projects I have coordinated have involved "students" of all ages from Kindergarten through community elders, but especially junior and senior high students (some of whom were adults). Almost all the students were Inuit, with Inuktitut as their first language, and English as their second language. Generally, the students' literacy skills were not strong in either language. Students begin their education in Inuktitut, switch rather too abruptly and prematurely to English, and encounter social problems, ambivalent attitudes to education, and cultural conflict along the way. Like high school students everywhere, puberty explodes right at the time they are pursuing senior studies.

Like all human beings, the students need to relate meaningfully to, communicate with, and be valued by others -- peers and elders and children younger than them.

Objectives

The objectives of this project include:

1. increasing literacy in both Inuktitut and English;

2. developing a habit -- and love -- of reading, writing, performing and publishing as normal, enjoyable and enriching human activities;

3. encouraging links between the past (elders with an ancient traditional oral culture) and the future (young people with a written, musical, computerized youth culture of the late twentieth century) through communication projects relevant to both old and young;

4. using new technologies (computers, modems, laser printers, and audio and video technology) to preserve and extend traditional culture rather than destroy it.

Description

As voluntary coordinator of Ataguttaaluk School Library (1985 to present), Chairperson of Igloolik Community Library Board (1985 to present), Coordinator of Igloolik Writing Centre (1988 to present), and senior English teacher at Ataguttaaluk School, I have organized a number of class, school, and community projects to promote literacy through reading, writing, performing, and publishing.

The approach in each of these special projects has been to get beyond being a "teacher" with "students", to go beyond artificial classroom activities and even "simulations" of real-life activities, and actually do "real" things with reading, performing, writing, and publishing.

Meaningful communication is the basis of all real-life reading, performing, writing, and publishing. The approach has also been to celebrate the joy involved in reading, writing, performing, and publishing.

In practice, this has involved changing classroom relationships from one of teacher "as fount of all knowledge" and students as passive sponges to one of teacher and students as fellow writers -- collaborating colleagues, or to one of teacher as senior partner (director with actors, editor with writers, publisher with writers). Other times, it has involved school-wide literacy events or "happenings" -- with all members of the school body (from principal to janitors to teachers to students) as fellow readers, writers, or publishers.

An example of the work I have done is the grade 10 ***Writers' Workshop*** I conducted in spring 1987. Things were not working in my writing program. The students -- generally older students who had seen a lot of failure -- were not putting serious commitment into their work. One day, when they came to English class, instead of individual desks isolated from each other with one big oak teacher's desk at the back, they discovered one large conference table made out of all their desks. We sat around the common table, all equals. I read to them from Autobiography by Nathaniel Southgate Shaler (excerpted in an excellent university writing text Here and Now) about the importance of sensory observation. I explained that for the next three weeks we were not going to have English class, instead I was going to be conducting a writers' workshop with them -- the same way I had conducted writers' workshops with professional writers when I had worked full-time as a writer in the South. For the next three weeks, we -- all of us including me -- wrote, wrote as writers write. We studied and observed people and places and actions around us and we extended our writing beyond our immediate surroundings through imagination, digging into our memories, our hopes and our dreams, and each of us wrote with integrity and commitment and pride, and we shared our writing with each other as fellow writers. In my five years of teaching in Igloolik, the finest student writing I had seen came from this intensive workshop, from this writers' workshop (as opposed to student writing class).

Impact on Students

The scale of the literacy events I have coordinated has helped dramatize the fun of reading and writing. Bringing the power of 340 students from ages five to twenty and their teachers and administration and school staff to celebrations of reading and storytelling like these has helped to move mountains in the development of positive attitudes about reading and writing. Of course big events like the whole school dropping everything and reading all over the school won't create lifelong habits of reading by themselves. They will need ongoing daily reinforcement at the classroom and family level. (Indeed, as part of the Ataguttaaluk School Integrated Language Arts Task Force, I have worked towards ensuring that these skills and attitudes are reinforced throughout all levels and subject areas of the school on a daily basis.) But the big events we have launched have been memorable for both students and teachers -- they have had a lasting effect on the whole school body.

Conclusion

Everyone in the twentieth century is bombarded by change, few more so than young Inuit. No one person -- especially from outside a culture -- can completely direct change in the way or at the speed he/she might like. There are no miracles or short-cuts for widespread literacy development, or the transition from an oral culture to a written one.

But there are remarkable developments nonetheless. As teachers, we do have an impact; we can affect the course of change. In Igloolik today, there are attitudes (towards the Library, reading, writing, publishing) and books -- especially books in Inuktitut, by Inuit, for Inuit -- that were not there before. More and more, students growing up in Ataguttaaluk School accept reading, writing, and bookmaking as an expected and exciting part of their everyday lives; more and more, people in Igloolik will take control of reading and writing and publishing as part of their culture, part of their "real" lives.

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Prabha Dey and Students/
Prabha Dey et ses élèves

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Title:

INNOVATIVE INTERNATIONAL MEAL PLANNING FOR SENIOR FOODS

Introduction

The initial impetus to start a full meal approach of Foods and Nutrition 12 was by implementing a more rational approach to the required content. Under traditional methods, topics are covered in a segmented approach with little relation between the parts. North American families do not have a piece meal approach to meal preparation. Innovation of this program lies in the practical way in which the students fulfill course objectives. By switching the theoretical orientation to practical interaction by planning and serving full meals results in a positive, meaningful and far lasting experience. An additional objective was to incorporate the very rich ethnic mosaic which constitutes the community population and contribute towards

Titre :

PLANIFICATION INNOVATRICE DE REPAS À SAVEUR INTERNATIONALE

Introduction

Dans le cadre du cours sur les aliments et la nutrition destiné aux élèves de 12e année, j'ai d'abord voulu concevoir une approche plus rationnelle de l'enseignement de la matière prescrite. D'après les méthodes traditionnelles, les divers sujets sont traités comme des segments indépendants les uns des autres. La préparation de repas par les familles nord-américaines ne se fait pas sans plan. Le caractère innovateur de ce programme tient aux activités pratiques qui permettent aux élèves d'atteindre les objectifs du cours. Au lieu d'une orientation théorique, le cours offre une expérience pratique aux élèves qui apprennent à planifier et à servir des repas complets, soit une expérience positive, utile et à effets

improving race relations.

durables. Le programme vise également à faire apprécier la très riche mosaïque ethnique de la communauté et à améliorer les relations inter-raciales.

Characteristics of Students

The program has been developed for grade 12 students. Students are at all ability levels but must have a pre-requisite of Foods and Nutrition 11. Many students come from "sheltered" and "impoverished" environments in which communication is limited to family members, peers and teachers. The Home Economics program at Salmon Arm Senior Secondary which has traditionally attracted students who were average to below average achievers with the vast majority being girls, has become so popular it now attracts academic students which includes a significant number of boys. The majority of the students are age 17. Some students choose to repeat Foods and Nutrition 11 and many students take Foods and Nutrition 11 for the sole purpose of qualifying for Foods and Nutrition 12. We consider it a major achievement that our small school of 550 students now boasts at least two Foods and Nutrition 12 classes utilizing this innovative program every year.

Objectives

The objectives of this program are to:

1. empower students by immersing them in a challenging situation, and generating interest, excitement and a sense of "worth";
2. instill knowledge of foods and cooking methods as well as cultural aspects;
3. encourage informed and tolerant attitudes;
4. provide experiences or recipe choice and demonstration presentations to develop students' initiative, creativity and communication skills;
5. give the students ownership;
6. overcome stereotype role perceptions and to expand vocabulary;
7. develop enjoyment of cooking by focussing on excellence;

8. develop consideration of others by practising strict sanitation procedures;

9. show how natural resources affect eating habits and the uses of spices and herbs in typical dishes.

Description

Initially students spend six to seven weeks of lab dealing with:

- comparing scratch (homemade)/mix for cost, time for preparation, flavour and nutrition;
- appetizers;
- low cost meal for a family of four;
- vegetarian lab;
- working out the number of grams of protein required for students' individual body needs and balancing those needs with 50 per cent animal and 50 per cent vegetable in addition to other nutritional needs;
- pita bread and fillings;
- crepes and fillings.

The program starts with a written report chosen by two students, based on a foreign country. Students must research the topic thoroughly and hand in individual reports. The teacher selects a country not chosen by the students and does a demonstration of a typical dish of that country covering all the sub-headings assigned to the students. This sets the tone and expectations for the rest of the semester. Students are required to perform similar demonstrations for the country they have chosen. The report must cover the following details:

- main sources of vitamin C for the people of that country,
- staple carbohydrate foods,
- main source of protein,
- how natural resources of that country affect eating habits,
- festivals, eating habits, special cooking utensils, etc.,
- main spices and herbs used in typical dishes,
- suggest typical breakfast, lunch and dinner for that country.

During the presentations students make notes, which are to be handed in at the end of class. During demonstrations, the teacher explains other techniques as they come up. Students are encouraged to obtain representative music and costumes of that country in an attempt to bring about better awareness of some aspects of other cultures, and promote an increased acceptance of others.

After the first demonstration, all the others are done by students in pairs, under the supervision of the teacher. The teacher presents a list of recipes to be prepared, and the students make their selections on the basis of their own choice and the level of difficulty. The students must make sure that they alternate between vegetable, main course, dessert and bread.

The role of host/hostess, waiter/waitress and helpers are explained to the students. Duties of host/hostess include: welcoming the guests such as parents, staff, grandparents, friends, the Mayor, Newspaper Editor, School Trustees and others as they arrive, escorting them to tables, collecting monies and accompanying them to the smorgasbord table and later to the dessert table.

Each year ten to twelve countries are covered. Just which countries depends on the interest of the students, so there are at least twelve to fourteen smorgasbords. The second to last one to which the guests are invited is usually an international smorgasbord for the Chamber of Commerce, senior citizens, or Rotarians.

The very last lab of the year is soup, salad and bread of various countries. Because soups are difficult to keep hot and serve with a regular smorgasbord, in this lab they are kept hot on stoves in the units while the guests simply move from unit to unit to try the different soups. This lab usually includes a cold soup, six to seven hot soups, six to seven salads and the same number of breads.

Impact on Students

One of the greatest and most important impacts is that the students express much greater understanding and even appreciation for other ethnic people and their cultures. They have learned the importance of well-balanced nutritionally sound meals to all races. They have shown enthusiasm by creating alternative ways of combining, preparing and spicing foods in a different dining experience. They have grown in "self-worth" in learning culinary experiences that they may never have a chance to duplicate. Most significant is the development of mutual respect between the students, the community and the school staff, performing the roles required and through compliments received both directly and in the media has increased confidence in every student. It served as positive reinforcement to the students and impressed upon them the fact that they were actively involved in a very meaningful and worthwhile educational program -- learning that will last for life. Students learn the importance of teamwork and that success requires effort and commitment.

Conclusion

This initially conceived pilot project has been so universally accepted that it has become virtually an institution. Due to the interest of other Home Economics teachers, a video illustrating the program in operation is now available. Acceptance by the students has been reflected in the increasing number participating in the program. There can be no doubt that it is perceived in a positive light. This has been further illustrated by the manner in which our whole Home Economics Department united showing support by opting to follow the same procedures. I have been particularly pleased with the continuous public reaction. School administration, staff, parents and community support has clearly indicated that the public is indeed interested in education and wants to play an active and supportive role if the opportunity is provided. Comments like "I wish I had learned all this in foods", "I wish I could take this program" and "what a unique and fun way to food" are frequent.

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90-14

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Donald H. Holmgren

Name and address of school:

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Title:

ANIS-KATCH: AN ANECDOTAL HISTORY PROJECT

Introduction

Project ***Anis-Katch*** is a three-year anecdotal history project. It is designed to provide Ashmont grade 7 students meaningful experience in the use of language and computers as well as to help student self-image. It involves the students in the researching and presenting of historical materials on a personal level, and in so doing, a variety of educational objectives are met.

Titre :

ANIS-KATCH : UN PROJET D'HISTOIRE ANECDOTIQUE

Introduction

Il s'agit d'un projet triennal d'histoire anecdotique. Il a pour but de fournir aux élèves de la 7e année des expériences pertinentes relatives à l'emploi de la langue et de l'ordinateur, ainsi que de les aider à améliorer l'image qu'ils ont d'eux-mêmes. Les élèves effectuent des recherches et présentent des données historiques sur un plan personnel, ce qui permet d'atteindre tout un éventail d'objectifs éducationnels.

Characteristics of Students

About sixty grade 7 Language Arts students, with an average age of about 13, have been or are involved in the project for each of three years, concluding in the 1989-90 school year.

A large percentage of the students has serious learning problems. An indication of this is that on the Gates-MacGinitie Reading Test, the average Total Reading score for incoming grade 7 students in September 1989 was grade 4.94.

The student body is approximately 50 per cent native Cree and approximately 50 per cent nonnative. The various communities served by Ashmont Secondary School have existed side-by-side for some seventy-five years and represent a variety of ethnic groups including Cree, Ukrainian and French. The school itself is a forerunner in integrated education, having served native children for over twenty-five years.

Objectives

The objectives of this project are to:

1. give the grade 7 students of Ashmont Secondary School meaningful experience in using language -- not just learning about it;

2. give students practical experience in the use of computers;

3. assist each student involved in the development of a positive self-image by:
   - giving students, especially those with serious learning problems, the opportunity to successfully and fully participate in an academic venture, and to give each student hard evidence of his/her individual success;
   - assisting students in the development of an appreciation and pride in their respective cultures and heritages;

4. develop in Ashmont students an awareness and appreciation of each other's cultures and heritages, and to foster an attitude of understanding and mutual respect;

5. prepare a record of the experiences of the communities' elders;

6. further the relationships between Ashmont Secondary School and the various communities that it serves.

Description

Project ***Anis-Katch*** is a three-year project designed to provide students with meaningful experience in the use of language and with practical computer experience. Begun in the school year 1987-88, it entails the interviewing of community elders, preferably grandparents, about their memories of specific topics from their past.

For each assigned topic, research begins with extensive discussion and research. Each student then prepared his/her questions and arranged to interview a community elder, preferably a grandparent. The student then uses the computer to word process the interview. Each interview is then edited, first by at least two classmates selected by him/her and then by student editing teams elected by his/her class.

Peer editing is an essential part of the process. Every student, even the weakest, gets to be an editor at some time or other. While editing, they often learn more about grammar, spelling, and content than the person whose work is being edited because they need to give accurate advice. Students are encouraged to discuss content and to incorporate new ideas into their own work. They are free to modify their interviews at any time before printing.

The student maintains complete ownership of and responsibility for his/her interview. He/she decides who to interview and what to ask. He/she decides whether to accept the advice of his/her editors. He/she decides whether to consult the teacher or additional editors. He/she alone decides when the interview is ready for printing.

The student maintains complete ownership of and responsibility for his/her interview. He/she decides who to interview and what to ask. He/she decides whether to accept the advice of his/her editors. He/she decides whether to consult the teacher or additional editors. He/she alone decides when the interview is ready for printing.

The role of the teacher is primarily that of a consultant. Teaching is strictly on a needs basis, and thus has immediate relevance. The only actual group teaching done is the occasional mini-lesson when a group need is perceived. Grading is done only on the finished product.

Upon completion, each complete set of interviews is organized and printed. Two copies of the resulting booklet are given to each student participant so that he/she may, in turn, present a copy to his/her interviewee. Copies are also presented to the Community School Library, the Community School Coordinator, the Ashmont Senior Citizens' Club, the Alberta Historical Resources Foundation, and other concerned organizations and individuals.

Research topics include:

Christmas as a Teenager
Life as a Teenager Going to School

The Depression Years
The War Years (for noncombatants)
Summer Vacation.

An integral part of this project has been the invitation to seniors from the communities represented to speak to the classes about various aspects of the past.

Impact on Students

The project has several education strengths. It has immediate relevance to the student, is intrinsically motivating, and is enjoyable to do. It promises success for every student, and leaves the student with hard evidence of his/her success. As well, it enjoys excellent community response and has helped students to gain an enhanced cultural awareness.

Conclusion

A strength of this project is that the student maintains ownership in an undertaking that is meaningful to him/her. It is the student's background that is being researched and it is his/her name that will appear on the finished product. The student makes all the decisions about it.

The uniqueness of the project and the wholehearted interest shown not only by the students involved, but by other students, teachers, community members and the Alberta Historical Resources Foundation leads me to believe that the project will have a lasting and positive effect on not only the participants but also on those who read the materials that result.

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Thérèse Huard

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Titre :

CRÉATIVITÉ – CÉRAMIQUE ET CENTRE D'ACCUEIL

Title:

CREATIVITY – CERAMICS IN A REHABILITATION CENTRE

Introduction

Un nouveau programme d'arts plastiques-céramique a été mis sur pied dans un centre d'accueil pour adolescentes. Il repose surtout sur la créativité ou, plus pratiquement, sur l'exploitation par l'adolescente de son individualité au moyen de ses images intérieures.

Introduction

A new plastic arts-ceramics program was implemented in a rehabilitation centre for female adolescents. It is mainly based on creativity or, in more practical terms, on exploring one's individuality through inner images.

Caractéristiques des élèves

Les adolescentes de 13 à 18 ans viennent à la Maison Notre-Dame-de-Laval, centre d'accueil à sécurité maximum, pour y faire un séjour variant de quelques semaines à un an ou plus. Les jeunes filles y sont envoyées par le tribunal de la jeunesse en vertu de la Loi sur la protection de la jeunesse ou de la Loi sur les jeunes contrevenants. Par conséquent, les jeunes filles présentent de façon générale de graves problèmes d'adaptation et d'apprentissage.

Objectifs

Modifier la vision psychoéducative de l'activité céramique basée sur l'uniformité et la ressemblance, qui ne laisse aucune place à l'expression personnelle.

Faire place à la créativité comme moyen d'expression personnelle.

Apporter aux éducateurs et aux éducatrices une connaissance technique satisfaisante.

Utiliser divers moyens (thèmes, techniques, expériences, discussions) pour amener les adolescentes à percevoir leurs images intérieures et à les transposer.

Description

À la maison Notre-Dame-de-Laval, on retient les services pédagogiques de la commission scolaire Chomedey de Laval pour que l'enseignement soit dispensé à l'intérieur du centre. Le centre est donc à la fois école et milieu de réadaptation. Dans ce cadre, l'enseignante chargée des arts plastiques n'assure pas toutes les périodes réservées à cette matière; les éducateurs et éducatrices assurent la continuité de l'activité. J'ai intégré progressivement, sur une période de quatre ans, un cours d'arts plastiques à l'activité céramique. J'ai d'abord ajouté des notions techniques plus complètes; puis j'ai apporté une dimension plus personnelle par des discussions en groupe sur différents sujets concernant la céramique. J'ai ensuite procédé à des activités plus expérimentales par des cuissons primitives à l'extérieur. Cette année, j'ai introduit des cours d'histoire de l'art et je prévois une participation aux ateliers du Musée des beaux-arts de Montréal.

Effets sur les élèves

Les techniques employées amènent les adolescentes à prendre conscience de leur individualité par le choix entre diverses possibilités. La multiplicité des approches éveille l'intérêt des adolescentes et leur permet de voir et de traduire leurs images intérieures. La technique et la maîtrise ne sont pas les buts à atteindre, elles sont au service de la pensée ou de l'intuition créatrice. Cette méthode favorise l'identification de chaque adolescente à ses propres besoins plutôt qu'au groupe. Chacune fixe ses propres défis.

Conclusion

L'enseignement des arts plastiques dans un centre d'accueil pour adolescentes a su apporter un élément nouveau par la personnalisation du travail. Il contribue à développer l'autonomie des adolescentes en les incitant à choisir et à enrichir leurs connaissances. Une connaissance approfondie de la matière permet d'introduire progressivement la notion

de liberté : les adolescentes doivent apprendre à organiser par elles-mêmes la matière et non à s'y conformer. Elles doivent assumer la responsabilité du résultat en prenant les moyens pour y parvenir.

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Christine Hubbard *Ivan Roy*

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Title:

PEER MEDIATION: AN ALTERNATIVE APPROACH TO DISCIPLINE IN SCHOOLS

Introduction

Conflict is an inevitable and necessary part of life, including school life. Traditionally student transgressions are dealt with by sanctions meted out by school authorities and underlying issues are not always addressed. A disruptive student generally has low self-esteem and this method of discipline may lower it still further.

Titre :

LA MÉDIATION PAR LES CAMARADES : UNE SOLUTION DE RECHANGE EN MATIÈRE DE DISCIPLINE SCOLAIRE

Introduction

Les conflits constituent une partie inévitable et nécessaire de la vie, y compris la vie scolaire. Traditionnellement, les transgressions commises par les élèves sont punies au moyen de sanctions déterminées par les autorités scolaires, sans que les questions sous-jacentes ne soient toujours traitées. Les élèves perturbateurs ont généralement peu de respect d'eux-mêmes et une telle méthode disciplinaire peut accentuer ce sentiment.

Peer mediation is a radically different approach to discipline, which offers students a chance to be actively involved in the solution of their problems, working them through with other students who are trained as mediators. The conflicts themselves are thus used as a vehicle to teach valuable lessons in the constructive dealing with conflict.

La médiation par les camarades constitue une approche radicalement différente, qui offre aux élèves la chance de participer de façon active à la résolution de leurs problèmes avec d'autres élèves qui ont reçu une formation en médiation. Les conflits servent donc de moyen d'enseigner d'importantes leçons sur le règlement constructif des conflits.

Characteristics of Students

Students trained as mediators to date range in age from 14 to 20 and are in grades 9 to 12, at both the advanced and general level. Interested students volunteer or are recommended by staff and the selection for training is based on the following criteria:

- Interest in helping students resolve disputes;
- Willingness to participate in twenty hours of mediation and communication skills training;
- Commitment to stay with the project until at least the end of the school year and make up class work missed as a result of participation;
- Ability to respect confidentiality;
- Open minded, empathetic and tolerant;
- Perceived by their peers as leaders.

The other category of pupil involved in the project is any student who wishes to have a dispute resolved by the process, which is potentially the whole student body. Woodroffe High School is a composite school, grade 9 to OAC, advanced and general level, with a student population of 1150.

Objectives

The objectives of the project are to:

1. change the attitude of staff and students towards the settling of disputes to move away from traditional sanctions towards constructive discussion and resolution;

2. help students understand that conflict is an inevitable part of life and provide them with constructive methods of dealing with it;

3. train student mediators to provide service and leadership by taking a key role in conflict resolution in the school;

4. raise the staff esteem of students by having them take ownership and responsibility for the resolution of their own conflicts.

Description

The rationale for the project is based on the fact that conflict is an inevitable and necessary part of life. Without disagreement and the opportunity for subsequent change there would be no growth or progress. Conflict in schools, if dealt with constructively, can be a vehicle for helping students learn a valuable life skill.

The major goal is to change the attitude of staff and students towards school discipline, both with respect to conflicts between students and between students and teachers.

A common type of conflict between students is fighting. Traditionally, this was dealt with as follows: the students are sent to a vice-principal, parents are called, the students are given a suspension. This scenario accomplishes only one thing; students have broken a school rule and justice is seen to be done. The students return to school, often behind in their work, and the conflict has not been resolved. The suspension has not addressed the real problem, which is the inability of the disputants to resolve conflict effectively.

This same conflict, if dealt with by peer mediation has a very different outcome. The protagonists talk out their differences with two student mediators, the underlying issues are addressed and if the process is successful the conflict is resolved. If a satisfactory agreement is reached, no sanction is imposed. The students feel that instead of being "sentenced" by authority they have taken an active role in the solution of their own problem.

Conflicts between staff and students resolved in the traditional manner almost always have only one outcome. The expectation of both the teacher and the student is that administration will support the staff member and the real issues of the conflict can be clouded by the line of authority. If a teacher is courageous enough to take such a conflict to mediation no such expectation exists. The mediation is conducted by a trained student mediator and a trained teacher mediator who have nothing to do with the conflict. There is no authority figure present, simply the opportunity to talk out differences in a nonthreatening and completely

confidential forum. Since neither party feels the need to justify their position, a much more open discussion can take place. The need to save face in front of an administrator is removed; the issue of saving face for both parties is probably the greatest single barrier to the fair and equitable resolution of such conflicts.

Impact on Students

There are two groups of students on whom the program has direct impact:

- **Student Mediators**: These students have developed impressive skills for dealing with conflict and anger. Many say they can deal more effectively with disputes in their own lives. They give their time freely, making up work missed when they are 'on duty'. They show a great maturity; some have addressed conferences, principals' groups and service clubs and interacted with the media. Some are looking now for careers in conflict resolution.

- **Disputants**: In those cases where the consequence would have been a suspension or detention students were sceptical that they could 'talk it out' instead. This has been particularly true of students taking part in a student-teacher mediation. Certain students had habitually settled their disputes with their fists; peer mediation has offered a peaceful yet face-saving solution as an alternative.

Conclusion

Peer mediation requires courage and time to implement; the acceptance in principle of the whole school must be obtained. It was six months from the decision to try to the actual beginning of the program. The pay off for the time and effort is a school where the attitude towards discipline is gradually changing, and where students are learning to take responsibility for solving their own problems. Peer mediation can provide a happier environment and greater justice in our schools.

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Len Hynes

Title:

AN INTERVENTION PROGRAM FOR HIGH RISK SENIOR HIGH STUDENTS

Introduction

The idea for this project evolved largely through the many counselling experiences I have encountered with learning and behaviour disordered students in junior and senior high schools. Teachers often referred to these students as high-risk for early withdrawal from school because of their in-school delinquency, repeated academic failure, and high incidence of truancy. As a consequence of these negative school experiences students were often involved in disciplinary procedures which served to further alienate them from school, and to reinforce the students' perception that school is not for them.

Titre :

UN PROGRAMME D'INTERVENTION À L'INTENTION DES ÉLÈVES À RISQUES ÉLEVÉS DU CYCLE SUPÉRIEUR DE L'ÉCOLE SECONDAIRE

Introduction

Ce projet est en grande partie le produit des nombreuses expériences d'orientation que j'ai vécues auprès d'élèves ayant des troubles d'apprentissage et de comportement aux cycles inférieurs et supérieurs de l'école secondaire. Ceux-ci étaient souvent considérés comme fortement susceptibles d'abandonner l'école prématurément, compte tenu de leur délinquance à l'école, leurs échecs répétés et leur absentéisme très élevé. À cause de telles expériences scolaires négatives, les élèves faisaient souvent l'objet de sanctions disciplinaires qui les aliénaient davantage de l'école et renforçaient leur perception selon laquelle l'école n'était pas pour eux.

In consultation and with the cooperation of school administration personnel, parents, teachers and the students, I developed and implemented a group counselling and career development program for twelve students aimed at alleviating their behavioural and learning problems in school, and, further, to assist them in acquiring the knowledge and skills needed to make realistic educational and occupational decisions.

Avec l'apport et la collaboration du personnel administratif de l'école, des parents, du personnel enseignant et des élèves, j'ai élaboré et mis en oeuvre un programme d'orientation collective et de planification de carrières pour douze élèves, en vue d'atténuer leurs difficultés d'apprentissage et de comportement dans le milieu scolaire et de les aider à acquérir les connaissances et les aptitudes nécessaires pour prendre des décisions réalistes quant à leur éducation et à leur vie professionnelle.

Characteristics of Students

Twelve students, ranging in age from 15 to 18 years, who were described as at high-risk for dropping out of school, were selected to participate in the project. These students exhibited a high incidence of absenteeism, low academic performance, poor to marginal academic effort, low interest in school, and had repeated at least one grade since entering school. Both male and female students were involved in the project, and all were full-time students from grade nine to level III of high school.

The project began in the 1988 school year and continues to operate, currently with a group of new as well as former students who are continuing to pursue their secondary education.

Objectives

This project was developed to offer a group of high-risk secondary school students an opportunity to become involved in a group counselling and guidance program designed to assist them in resolving their behavioural and learning difficulties in school, and further, to assist them in acquiring the knowledge and skills necessary to make realistic educational and occupations decisions.

The objectives of the project are to:

1. assist students in identifying personal, social, and learning difficulties which are interfering with their educational progress, and to develop strategies to overcome them;

2. assist students in the planning, development and implementation of an appropriate educational program suited to their interests, needs and abilities;

3. provide structured opportunities for the students to adequately assess their abilities, interests and temperaments in relation to potential occupations;

4. have students understand the relationship between their level of educational attainment and the corresponding range of occupational choices in order that they may pursue an adequate level of secondary education before leaving school;

5. assist students in developing employment readiness skills which will ensure them success in future employment roles;

6. have students expand their knowledge of and evaluate their suitability for a preferred occupational area through involvement in job shadowing and supervised work experiences.

Description

Students were referred to the project by both teachers and parents. After selections were completed, the students became involved in a group counselling and guidance program aimed at developing positive school behaviours, and preparing them for a comprehensive series of educational and career-related activities leading to an occupational placement program.

All students were required to attend group sessions for two forty-minutes periods during a six-day cycle. Sessions alternated between group counselling directed towards resolving current student learning and behavioural difficulties, to group guidance activities aimed at developing short-term and long-term educational and career goals. All sessions were held in the Career Resource Centre, a comfortable and appropriate setting which facilitated direct access to educational and career materials.

The major program components, including methodologies and procedures used within each component are summarized as follows:

- Student Development Module: Weekly forty-minute group counselling sessions aimed at resolving problematic behaviours identified by both the students and their teachers. Group counselling sessions, using behaviour therapy techniques such as role playing, modelling, behaviour rehearsal, behavioural contracting and positive reinforcement, aimed at assisting students to acquire and model positive

attitudes and behaviours in areas of concern. Weekly monitoring of students' behaviours by teachers, using behaviour rating scales provided feedback needed by the students to set new goals.

- **Educational Planning Module**: This instructional module consisted of activities and exercises aimed at developing the students' awareness and understanding of all aspects of the high school curriculum, to enable them to chart an individualized program of courses for the three years of high school. Students were taught a decisionmaking model, and, were later required to demonstrate their knowledge of the high school curriculum through proposing solutions to various case studies.

- **Career Awareness and Exploration Module**: This module consisted of discussions, exercises and activities designed to assist each student to identify occupational interests, and to explore potential occupations as to level of education, abilities, skills and temperaments required in the occupation. After completing a developmental series of self and career awareness exercises, the students were required to research potential occupations in order to prepare for job shadowing assignments.

- **Employment Readiness Module**: A series of print and audiovisual exercises aimed at teaching students job search techniques and skills, communications and problem-solving skills, how to complete employment applications and a personal résumé, and how to prepare for job interviews. Other instructional techniques included role playing, presentations by employers, and case studies aimed at developing problem-solving skills.

- **Employment Placement Module**: An eight-week employment program aimed at enabling students to develop occupational skills in areas of interest, and funded by Canada Employment and Immigration through its Work Orientation Workshop (W.O.W.) program. Employers were required to provide structured and supervised opportunities for students to develop the occupational skills agreed upon in the students' job contracts. Weekly evaluations were completed by the employers describing the students' conduct, job performance, and work habits. A summative evaluation describing the students' performance and suitability for the occupation was completed by each employer at the conclusion of the training period.

The program has engendered new hope among teachers that, despite the many learning and behaviourial handicaps of high-risk students, a concerted and cooperative effort in the direction of students' needs can produce positive results in the area of school achievement, school retention and personal student development.

Impact on Students

As a general comment, this program had a tremendous impact on the students. After an initial period of adjusting to the program, attendance and general school behaviour improved significantly. Also, achievement levels improved as students became more interested in school and began to set educational goals for themselves. Over the two-year period (September 1987-September 1989), three of the twelve students graduated, six students are in their final year of high school, one student transferred out of the province, and two students prematurely withdrew from school after the first year of the program. Interestingly, these two students are working full-time with their program-related employers. Of the six students who are continuing to attend school, four are working on a part-time basis with their program-related employers.

Conclusion

The reasons why students drop out of school are very clear. What is not so clear however, is how we as educators will effectively deal with the problem. Intervention efforts will have to be aimed in the direction of students' needs, and, involve a concerted and cooperative effort of both school and community agencies if they are to meet with any measure of success.

The intervention program at Holy Trinity School demonstrated that schools can made a difference and that needs based intervention programs can be both successful and rewarding for everyone involved.

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Titre :

MAIN DANS LA MAIN

Introduction

Le projet ***Main dans la main*** a véritablement pris forme en 1987 afin de promouvoir la communication entre les familles et l'école. D'abord au moyen de visites à domicile, l'enseignante prend contact avec les parents des élèves et les élèves eux-mêmes pour connaître leur besoins, leurs attentes face à l'école, leur réalité culturelle et leur expérience de vie tout en se faisant davantage connaître et en faisant mieux comprendre le travail de l'école dans le contexte québécois. Durant l'année, d'autres activités permettent de maintenir et de resserrer les liens établis et surtout de favoriser une meilleure participation des parents aux affaires scolaires de leur enfant.

Title:

HAND IN HAND

Introduction

The project really took shape in 1987 to promote communication between family and school. First, through home visits, the teacher meets with her students' parents and the students themselves in order to know their needs, their expectations with regards to the school, their cultural reality and their life experience while letting them get acquainted with her and explaining to them the school's work in the Quebec context. During the year, other activities maintain and strengthen the established bonds, and above all promote a better involvement by parents in their children's school work.

Caractéristiques des élèves

Les élèves qui fréquentent les classes du préscolaire à l'école de la Fraternité sont de diverses origines ethniques. Un grand nombre d'entre eux, âgés de 4 à 5 ans, sont les enfants d'immigrants récents et d'allophones qui vivent le processus d'adaptation à leur société d'accueil. La clientèle est considérée comme défavorisée.

Objectifs

Le projet a pour but de promouvoir un dialogue constant entre l'enseignante, les élèves et les parents. L'enseignante peut ainsi approfondir sa connaissance des divers milieux d'origine de ses élèves, se sensibiliser à l'expérience particulière des familles immigrantes, ajuster sa pratique éducative en fonction des connaissances acquises et vivre une relation de solidarité éducative avec les parents par rapport aux enfants. Les enfants peuvent ainsi percevoir leurs parents et l'enseignante comme des partenaires égaux dans l'éducation, développer un sentiment de sécurité face à l'enseignante et à l'école, et parvenir à une meilleure connaissance d'eux-mêmes comme individus, comme membres d'une famille et comme élèves. Les parents peuvent se sentir valorisés dans leur rôle de premiers éducateurs ou premières éducatrices, vivre une relation égalitaire et chaleureuse avec l'enseignante, établir une relation de confiance avec l'enseignante et l'école, témoigner de leurs expériences, exprimer leurs inquiétudes, leur satisfaction et leurs questionnements face à l'école, et mieux comprendre la réalité quotidienne de l'enseignante.

Description

La participation des parents à l'éducation de leurs enfants se fait dès l'entrée en classe puisque ceux-ci accompagnent les élèves et leur enseignent eux-mêmes les règles d'hygiène et de conduite en vigueur dans la classe. Ils rédigent ensuite un court commentaire après avoir observé l'attitude de leurs enfants. On leur remet un cahier d'information. Lors d'une réunion générale, les parents sont invités à exprimer leurs attentes par rapport au passage au préscolaire. Ils entrent en contact les uns avec les autres grâce à des jeux de socialisation. Vers la mi-octobre, l'enseignante annonce aux enfants qu'elle aimerait bien connaître leur famille. Elle prend une photo de chaque élève pendant les activités en classe et propose de remettre celle-ci lors d'une visite à la famille. Elle envoie une lettre aux parents leur demandant de bien vouloir la recevoir pour faire connaissance et parler de leur enfant. Les parents procèdent à l'invitation à leur convenance. L'enseignante prend de nouveau des photographies dans le milieu familial. À partir de celles-ci, elle amène les élèves à réfléchir sur eux-mêmes, leur vie en famille et leur vie à l'école

afin de favoriser leur expression et leur développement. Dans le cadre d'études thématiques, les élèves réalisent plusieurs travaux et composent plusieurs textes qui sont ensuite rassemblés en un album, lequel est distribué aux parents à la fin de l'année. L'évaluation du comportement et de l'apprentissage des élèves est effectuée par les parents, les élèves et l'enseignante. Chaque partie collabore à l'élaboration du bulletin. Les parents évaluent le degré d'autonomie de leur enfant ainsi que la qualité de leur intervention, à l'aide d'un questionnaire. L'enfant indique ses préférences quant aux activités, détermine ses réussites et ses apprentissages, évalue son degré de respect des règles de la classe et prend conscience de la contribution de ses parents à sa préparation quotidienne pour l'école. Enfin, l'enseignante évalue l'apprentissage et le comportement de chaque élève. Lors de rencontres, les observations sont mises en parallèle pour obtenir une évaluation plus juste du développement de l'élève. Les trois parties s'entendent sur les aspects de la personnalité qui devraient être améliorés en priorité et s'engagent à y consacrer du temps. Durant l'année, l'enseignante organise également des fêtes auxquelles toutes les familles sont invitées à partager un grand repas communautaire et quelques activités misant sur la valorisation des points forts et des compétences de chacun.

Effets sur les élèves

Les élèves acquièrent de l'assurance lorsqu'ils s'aperçoivent que leurs parents les soutiennent. Ils éprouvent de la fierté à voir que l'enseignante valorise leurs parents et ils développent une bonne image d'eux-mêmes. Ils se sentent en sécurité parce qu'ils constatent que leurs parents et l'enseignante se font mutuellement confiance et savent travailler ensemble. Parce qu'ils éprouvent un sentiment de fierté, de confiance et de sécurité, ces enfants ne réussiront-ils pas mieux? Quant aux parents, ils se sentent écoutés, ils sont portés à s'exprimer et à écouter à leur tour. Ils développent une perception positive d'eux-mêmes et de leurs enfants; ils sont encouragés à collaborer avec l'école et à aider leurs enfants. Comme ils sont traités d'une manière égalitaire, ils éprouvent un sentiment de sécurité et de confiance qu'ils peuvent transmettre à leurs enfants.

Conclusion

Le projet ***Main dans la main*** est novateur en ce sens qu'il fait la démonstration de la possibilité d'établir des liens de communication entre la famille et l'école. Il s'efforce d'offrir une réponse plus satisfaisante à la volonté des parents de participer aux affaires scolaires, aux besoins d'un soutien parental pour les enfants et à la nécessité d'une approche respectueuse et formatrice pour l'enseignante. Comme les parents sont les témoins privilégiés de la vie de leurs enfants, ils sont une source

inestimable de renseignements. Ce projet est la preuve qu'en travaillant avec ces alliés naturels que sont les parents, le rôle de l'école est mieux compris et son influence est plus durable.

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Titre :

DOMINIQUE ET SES AMIS©

Introduction

Comme il y a une véritable pénurie de matériel de lecture intéressant en français pour les élèves du palier primaire et ceux de l'immersion, nous avons élaboré la trousse pédagogique Dominique et ses amis©. Celle-ci fournit un matériel d'appui pour l'enseignement des quatre savoirs, selon l'approche globale, mais sans dicter une méthode précise. L'enseignant ou l'enseignante est libre de choisir et d'adapter la méthode qui correspond le mieux à sa personnalité, à ses habitudes et aux besoins de ses élèves.

Title:

DOMINIQUE AND FRIENDS

Introduction

Since there is a real lack of interesting French reading materials for students at the primary level and in immersion programs, we developed the teaching kit "Dominique and Friends". It contains materials designed to assist in the teaching of the four basic skills, using the whole approach, but without prescribing a specific method. Teachers are free to choose and adopt the method which is best suited to their personality and habits and to their students' needs.

Caractéristiques des élèves

Les jeunes qui ont participé au projet sont des élèves âgés de cinq à neuf ans de la maternelle à la 3e année. Ils fréquentent une école rurale du Manitoba offrant un programme d'immersion en français. La trousse a également été utilisée auprès des élèves de la maternelle, des 1re et 2e années de français langue première et même du préscolaire. Il semble que le matériel thématique convienne à toutes ces années d'études.

Objectifs

Les objectifs du projet étaient :

- créer un environnement où les jeunes osent prendre des risques, où ils sont encouragés, motivés et valorisés;

- créer des situations réelles qui se rapprochent du vécu des enfants et leur permettent d'entendre, de comprendre, de parler, de lire et d'écrire un vocabulaire lié à un thème;

- inciter les enfants à entreprendre la lecture de façon autonome, leur apprendre que lire c'est un plaisir, donc leur donner le goût de la lecture;

- motiver les jeunes à écrire leur propre livre;

- faire en sorte que chaque enfant connaisse le succès; et

- accroître les ressources à la disposition du personnel enseignant.

Description

Nous avons créé la trousse Dominique et ses amis© durant les mois de juillet et d'août 1988. La trousse comprend 40 petits livres de lecture thématiques, des marionnettes, des personnages pour le tableau de feutre et un livret de suggestions et de stratégies pédagogiques. Pour chaque thème retenu, nous avons établi une liste de vocabulaire, des mots-clés et des structures recommandées pour l'immersion au palier élémentaire par le Bureau de l'éducation en français du ministère provincial de l'Éducation. Après avoir noté les concepts, les idées et les situations que nous voulions inclure, nous avons rédigé des histoires intéressantes, au vocabulaire simple, mettant en vedette un ou plusieurs personnages, Dominique et ses amis. Chaque page de texte comporte un gros dessin aux couleurs vives. Les livres ont été plastifiés afin de les rendre plus

durables et plus faciles à manipuler. Les livres servent à présenter le nouveau vocabulaire, à faire la lecture à haute voix, à fournir un modèle pour la rédaction d'histoires collectives ou individuelles ou encore pour la lecture autonome. Les personnages, Dominique et ses amis, deviennent des membres de la classe; ils visitent parfois les élèves pour lire, parler, chanter, poser des questions ou répondre à celles que les jeunes leur posent. Les marionnettes et les personnages pour le tableau de feutre sont utiles pour motiver les élèves à l'expression orale et écrite, pour les aider à employer les structures de base et à faire des exercices d'observation. Le vocabulaire et les thèmes abordés correspondent au vécu de l'enfant.

Effets sur les élèves

Les élèves sont très enthousiastes à l'idée d'accueillir de nouveaux amis dans leur salle de classe. Ils prennent plaisir à feuilleter les livres. Ils aiment présenter et interroger Dominique et ses amis©, leur écrire et leur lire des messages et des histoires. Dans cet environnement, ils se sentent valorisés; ils améliorent leurs connaissances et leur image d'eux-mêmes.

Conclusion

L'enseignement au palier élémentaire, et surtout en immersion française, exige beaucoup d'énergie pour soutenir l'attention et l'intérêt des élèves. La trousse Dominique et ses amis© permet de structurer les connaissances à transmettre, sans verser dans la monotonie. La trousse est innovatrice parce que les personnages et les événements sont présentés selon une formule thématique qui se rapproche du vécu des enfants. Le tout crée un environnement qui stimule la motivation et la prise de conscience. Les marionnettes et les livres permettent aux enfants d'utiliser tout leur bagage linguistique ainsi que le vocabulaire appris en classe pour exprimer leurs expériences et leurs pensées. Cette approche, axée sur l'apprentissage par l'expérience, est très efficace parce que chaque élève relève un défi personnel correspondant à ses capacités et qu'il est assuré de réussir.

Élèves/Students

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Title:

THE SCIENCE CAN! AWARDS

Introduction

The ***Science Can! Awards*** have been designed by a science educator who is concerned about the attitude young people have toward scientific endeavour. The Awards program is intended to complement educational guidelines. Educational guidelines set the stage for program and establish the framework for courses. In practice, many courses tend to emphasize content and hope to "fit in" somewhere, the processes of science and the broader aspects stated in the guidelines. The ***Science Can! Awards*** program will help young people and teachers meet the Goals and Aims of Science Education pertaining to the nature of Science, Scientific Process and Scientific Literacy.

Titre :

LE PROGRAMME DE RÉCOMPENSES «SCIENCE CAN»!

Introduction

Le programme a été conçu par un enseignant de sciences qui se préoccupe de l'attitude des jeunes gens à l'égard de cette discipline. Il sert à compléter les programmes cadres, qui déterminent la toile de fond et les paramètres des cours. Dans la pratique, de nombreux cours ont tendance à mettre l'accent sur la matière; on espère ensuite «faire entrer» quelque part les processus scientifiques et les aspects plus généraux définis dans le programme-cadre. Ce projet innovateur permet aux jeunes et au personnel enseignant d'atteindre les objectifs des cours de sciences en ce qui concerne la nature même des sciences, les processus scientifiques et la culture scientifique.

Characteristics of Students

The ***Science Can! Awards*** program is intended to be flexible enough to meet the needs of all young people, but also to maintain reasonable standards of achievement. As students progress through the program their horizons increase and so does their depth of understanding. They follow a suitable program on an annual basis which corresponds to the science curriculum expectations within the educational systems. In addition to learning and completing the requirements for the Award they can also receive a ***Science Can! Award***.

The program can proceed with the cooperation of teachers, parents and the community.

Each individual is assessed on the level of commitment he/she makes to the program. Those attempting the Award are encouraged to learn through the process and to enjoy themselves as they examine the world from a scientific point of view.

Objectives

The objective of Science Can! Foundation is to encourage all school age young people to become more involved in science, technology and the world around them. The awards are designed in ascending standards of achievement: "Bronze", "Silver", and "Gold" levels. Students should no longer view science projects as tedious, compulsory assignments, but as activities they are eager to experience and complete. A science investigation should be fun, creative and tailored to individual needs. By providing exciting and challenging awards, the Science Can! Foundation helps young people learn about Science, the Nature of Science, Scientific Literacy, the Processes of Science, Science in Society and the role each of these plays in their lives.

The Science Can! Foundation is committed to encouraging adults to take a greater interest in young people and assume more responsibility for their science education.

The four Aims of the ***Science Can! Awards*** program are to:

1. provide encouragement to young people to try inventing, researching and experimenting;

2. provide opportunities which assist students in doing projects, meeting experts, and critically examining the world around them;

3. provide challenges which young people find realistic;

4. provide recognition which is a suitable ongoing reminder of a commitment to science.

Description

There are three levels for each Intermediate and Senior Award: Bronze, Silver and Gold. The three levels allow young people with different interests, abilities and skills to participate within the Aims and Purpose of the ***Science Can! Awards***.

Participants may choose their own level and can change it during the year if they wish.

A registration fee is paid at the beginning of each ***Science Can! Awards*** to cover the cost of the handbook and the ***Science Can! Awards*** (certificate and plaque).

There are four sections in each Award:

A. Choosing the Investigation
In this area students are encouraged to examine the world around them by completing mini investigations in a variety of areas. Wise use of time is noted.

B. Planning the Investigation
Different types of investigations are highlighted as well as the use of available resources.

C. Conducting the Investigation
The processes of science are explored and used. Students use the scientific method in their own investigation.

D. Sharing the Investigation
Participants are given a variety of options to use in sharing their investigation results. An informal discussion may be held with experts from the community.

All investigations are displayed in written form at a Science Can! Exposition.

Interested young people should register through a Sponsor who may be a teacher, parent, or interested adult. Participants receive their Handbook

after paying a registration fee through a Sponsor. As each requirement for the Award is met and checked by an Advisor, it is marked off in the record part of the Handbook.

An Advisor is an adult who is willing to listen and discuss.

Upon registration all necessary information and materials are sent directly to the Sponsor for distribution to the participants.

Participants may work as part of a class or individually at the discretion of the Sponsor. Some requirements need adult input while others do not. It is the responsibility of the Sponsor to provide the direction and basic resources to achieve at least the Bronze level. There may be several Advisors associated with each student. It is the responsibility of each Advisor to ensure the requirements have been met satisfactorily before signing the Handbook.

The Award is a ready made package which can be a separate "topic" in a school program or can be used as an incentive system. Enrichment opportunities are another use of the ***Science Can! Awards***. If an independent study program is desired, those needs can be met with the program. Young people wishing to learn more about science, technology and the world around them may use the program as a guide. All participants will find challenge, learning and satisfaction within the ***Science Can! Awards*** program and method of assessment.

The program is one of growth and new challenges to meet changing times, courses and needs. It is for all ages (Primary, Junior, Intermediate and Senior) and provides different levels within each Award.

Each community has a wealth of people with special skills and interest who, if approached, are often very willing to help young people. A wide variety of resources exists in most areas which are available to young people with a goal.

Sponsors have flexibility in the choice of Award and level for each participant. Participants can change levels if they wish during the year. They may choose to earn more than one Award in a year. A Science Can! Exposition should be planned and held for all participants. When participants complete the requirements for an award, the sponsor should be notified so the achievement can be recognized. The ***Science Can! Awards*** (certificates and plaques) are sent to the Sponsor who arranges a suitable Award Ceremony to present them.

The Science Can! Exposition is an "opportunity": an opportunity to talk about interests, projects, careers, education, technology, jobs, science, problems, solutions. There is no judging. Students display their work in a variety of forms and have time to talk with each other, local experts and Advisors.

The Award Ceremony could be part of the Science Can! Exposition and should involve community people, particularly those who assisted with the program.

Impact on Students

Students are very enthusiastic about the ***Science Can! Awards*** because

- they choose a realistic level - Bronze, Silver or Gold - for themselves,
- progress is easy to check,
- learn through doing,
- noncompetitive and effort is rewarded,
- the Awards (plaques and certificates) look great,
- the requirements are different, interesting and flexible.

Conclusion

There are many advantages to continuing the ***Science Can! Awards*** and progressing through the "colours". Young people will put problems and solutions in perspective. They will learn to talk with and listen to others in careers with similar interests. The Nature of Science and the Science Process will become part of everyday life and activities.

Understanding and participation will increase in the Scientific and Technological aspects of our world.

Contacts made each year with Advisors and others will continue to grow and strengthen.

The Aims and Purpose will be achieved through the combined efforts and participation of young people, Sponsors, Advisors and community members.

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POLAR BEAR WEEK – HUNGRY BEAR DAY

Introduction

Young people, especially those born and raised in cities, do not have enough training, experience, or confidence to spend, under the extreme conditions of a Canadian winter, a night alone in the bush. Yet, because of hiking, fishing, hunting, the use of the A.T.V. and an increased use of the bush as part of our lifestyle, the incidence of students and adults becoming lost is increasing. These people often die before rescuers can reach them. Even though rescue operations have become more sophisticated in the past few years, fewer people by ratio, are being rescued alive. A night spent in the bush, alone is a frightening scenario for many people.

Titre :

SEMAINE DE L'OURS POLAIRE - JOURNÉE DE L'OURS AFFAMÉ

Introduction

Les jeunes, surtout ceux nés et élevés dans les villes, ne possèdent pas suffisamment de connaissances, d'expérience ou d'assurance pour passer la nuit seuls en forêt, dans les conditions rigoureuses de notre hiver. Pourtant, à cause de la pratique de la randonnée, de la pêche et de la chasse ainsi que de l'utilisation des véhicules tout terrain, les activités de plein air font de plus en plus partie de notre mode de vie. Résultat : le nombre d'élèves et d'adultes qui se perdent augmente sans cesse. Ces personnes meurent souvent avant que les secours ne leur parviennent. Même si les opérations de sauvetage se sont raffinées depuis quelques années, la proportion de personnes qui sont trouvées

vivantes a diminué. La perspective de passer une nuit en forêt est effrayante pour beaucoup de personnes.

The primary purpose of ***Polar Bear Week*** is to be able to spend one night, alone, in mid-winter, lost in a Northern Ontario bush. It is assumed that a person able to do that and survive has adequate survival skills.

Le principal but de la ***Semaine de l'ours polaire*** est de rendre les élèves capables de passer une nuit seuls dans une forêt du nord de l'Ontario en plein hiver. On suppose qu'une personne qui peut faire ceci et survivre possède des techniques satisfaisantes de survie.

Characteristics of Students

The students involved in ***Polar Bear Week*** are all urbanites. Many have troubles organizing free time and when a goal is specified they often have trouble cooperating with each other. None had the skills necessary to survive a night alone in the bush in mid-winter. During the ten consecutive years that the program has run, approximately 125 grade 3 pupils, 75 grade 4 and 5 pupils and 100 grade 6 pupils have been involved. Occasionally some special education students have been included and one year two students from the school's section 16 class were included.

Objectives

As stated above, the primary purpose of ***Polar Bear Week*** is for the student to be able to spend one night, alone, in the bush, in a Northern Ontario mid-winter and survive. With the primary purpose in mind the secondary purposes are to:

1. provide a safe teaching venue whereby pupils can become aware of and utilize some of their natural talents;

2. teach the skills needed to save a life. The specific skills are, fire building, shelter building (the quinzhee), uses of clothing, snowshoeing, food preparation and survival foods, effective signalling, hypothermia and frostbite treatment, survival kits, what to be afraid of, what not to be afraid of, control of panic, and snow studies;

3. encourage students to become more self-sufficient, including the ability to improvise, improve and create;

4. develop character and group work activities;

5. solve specific "scenario" problems;

6. have fun;

7. introduce an awareness of Inuit and Athabascan Indian lifestyles, art and culture as a means to teach specific skills;

8. increase personal and group problem-solving skills.

Description

Polar Bear Week is an intense week of skill development on the theme of Winter Survival. As stated in the objectives, many skills and attitudes are necessary for a young person, or an adult, to survive one night alone in the bush in mid-winter. Our scene is based on the premise that the student has become lost while on a hike or while skiing or snowshoeing and must spend one night alone in the bush. Most young people, and adults too, would not have the skills to manage nor the attitudes to be able to accept the situation and work to find solutions. Most people would panic and die by morning.

The skills presented during the week develop a confidence that is not cocky but confident because confidence drives away panic. All who participate receive in-class instruction, demonstrations, hands on experiences and a lot of practice out-of-doors. Both my schools, Chelmsford Public School and MacLeod Public School have easy access to large bush lots. The days are filled with instruction interspersed with Inuit games, snow songs, studies about snow and crafts. Parents provide assistance and occasionally participate as delegates.

In the middle of the week the students participate in a day-long fast. It starts after lunch on Wednesday and goes exactly twenty-four hours. Pupils keep journals and often are joined in the fast by parents. The journals and the experiences during the fast prove to the pupils that while a day without food may be uncomfortable, it is not life threatening. Students are encouraged to drink plenty of water during the fast and break the fast if they or their parents see fit. Last year everyone except one student was successful. A day without food is a big confidence boost to children who always seem hungry.

During the week the pupils make and test beef jerky, create GORP and bake high energy cookies. They prepare to spend a night out in the bush

by preparing a survival site on the Friday of the week. This is a culmination. Each student, in a small group, is required to prepare for a night out, alone. Because the students are so young their parents do not let them actually sleep out in mid-winter, but they are required to use the skills they learned during the week to prepare their site as if they were going to stay. A quinzhee (an Athabascan, igloo-type snow shelter) is built. A fire is made, wood collected, signals made and equipment is cached. By the end of Friday (Polar Bear Day) they feel as if they are ready to meet the ultimate challenge.

Polar Bear Week is a good example of Language Across the Curriculum. Every facet of learning is explored during the week. The presentation of ***Polar Bear Week*** allows for many different students to shine. The result is students find school fun.

Impact on Students

After the completion of ***Polar Bear Week*** and ***Hungry Bear Day***, I noticed many changes in my students. Primarily they have learned some specific skills which are evidenced in an increased confidence level not only regarding the bush and the out-of-doors, but city too. The confidence they achieved has made them more aware of the problem-solving nature of life. They begin to rely on themselves and say, "I have a problem, I'll solve it".

Development of self-reliant personally responsible students is an aim of teaching. ***Polar Bear Week*** is a vehicle which allows pupils to develop the confidence needed to become good decisionmakers.

Conclusion

Learning is change. Participants in ***Polar Bear Week*** are never the same. The skills and resulting confidences remain as an internal part of the person, hopefully to be shared with other children or adults in a wide variety of situations. Being able to care for oneself in tough settings creates an attitude shift that will help a student cope effectively with life's problems.

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Title:

NATIVE FOODS AND NUTRITION EDUCATION PROJECT

Introduction

In view of the transition period ahead for Aboriginal Canadians, a need was seen for a school program which would enhance pride in the native way of life.

Traditional foods used in Indian communities are generally nutritious. However, as the North American indigenous population has moved away from a traditional food supply (e.g., game, fish, berries, roots, marine mammals), it has moved towards relying more heavily on store-bought foods. In many situations, these commercial alternatives are lower in nutrients and higher in fat, sugar and salt content. This marked change in diet, along with decreased physical

Titre :

PROJET D'ÉDUCATION EN EN MATIÈRE D'ALIMENTATION AUTOCHTONE

Introduction

En prévision de la période de transition qui s'annonce pour les Autochtones du Canada, on a cru nécessaire d'établir un programme scolaire qui stimulerait la fierté à l'égard du mode de vie autochtone.

Les mets traditionnels des communautés autochtones sont généralement nutritifs. Toutefois, comme la population autochtone nord-américaine s'est éloignée des sources de nourriture traditionnelles (p. ex. gibier, poisson, fruits sauvages, racines, mammifères marins), elle compte de plus en plus sur les aliments disponibles dans les magasins. Dans de nombreux cas, ces aliments commerciaux sont moins nutritifs et contiennent davantage de gras, de

activity, have contributed to the significant increase in obesity and chronic disease, including diabetes mellitus and cardiovascular disease. These diseases are prevalent in the general Canadian population. However, the incidence of each is greater among Canada's indigenous population.

sucre et de sel. Ce changement marqué dans le régime alimentaire et une diminution de l'activité physique ont entraîné une augmentation considérable de l'obésité et des maladies chroniques, y compris le diabète et les troubles cardio-vasculaires. Ces maladies sont fréquentes dans l'ensemble de la population canadienne, mais elles le sont davantage parmi la population autochtone.

Characteristics of Students

In my urban Ottawa grade 7 and 8 History and Family Studies classes, I used parts of the lesson-plan packages, but the main target group was native children attending both band and federally-operated schools across Canada.

One of the approximately 250 native schools that used the program during the school year 1988-89 was Metepenaging School on Red Bank Reserve, New Brunswick. The students are all Micmac, ranging in age from 5 to 11 years. Approximately sixty students from kindergarten to grade 6 (inclusive) participated.

Objectives

The program has two main objectives. The first is to reinforce pride in traditional native foods. By involving community members such as elders, details pertaining to local traditional foods can be passed on to the younger generation. Exposure to accurate information on the nutrient content of both the traditional and nontraditional foods will, it is hoped, increase the native community's awareness and knowledge of nutrition and healthy lifestyle practices. The teaching strategies provided in each lesson aim towards reaching these objectives.

Description

The lessons are designed to provide sufficient background information for a native or nonnative teacher to cover the topics. The suggested activities encourage community involvement through food fairs and demonstrations (e.g., by elders). Each lesson can stand on its own, resulting in teachers being able to choose the sections that suit their

individual program. Topics for the lessons were chosen based on suggestions given by teachers, as well as health promotion workers.

All the culturally-relevant lessons consist of background information for the instructor, suggested teaching strategies, and supplementary reading materials. Lessons in part two cover topics such as the history of Indian food, traditional food-gathering, foods the Indians gave the world, as well as health-related topics including weight control, regulating salt and sugar in the diet, and nutritious snacking. Lessons in part three look at the nutritional components pertaining to diabetes mellitus and cardiovascular disease, as well as the correlation between physical fitness and a healthy lifestyle.

A successful "spin-off" video project, titled "Show and Share Alike", has evolved from the lesson-plan packages. The video component encourages native school children to produce a video related to some aspect of traditional food in their area. During the school year 1988-89, eight videos were produced on topics ranging from the catching and smoking of salmon (West Coast region), to the preparation of partridge stew (Prairie region).

These videos have been exchanged among the participating schools for viewing and evaluation. In some areas, the community, as well as the school, has participated in producing the videos.

Impact on Students

Based on evaluations given by students, teachers, school administrators and community health promotion workers, the program has been successful. Users of the lesson plans appreciate having access to culturally relevant nutrition-related teaching materials. Enthusiasm is high among students, particularly with respect to "hands-on" experience appropriate to the lessons.

Through the program, it is hoped that native students will develop pride in traditional foods, include these foods in their diet, and see the correlation between nutrition and health.

Many of the lessons are suitable for teaching to nonnative Canadians, as they provide an opportunity to gain insight into the history of native foods and other aspects of native culture, both in the past and today.

Since many teachers of native students are not native themselves, there is sufficient lesson content for these teachers to easily carry out the program.

Conclusion

Initially, Indian and Northern Health Services, Health and Welfare Canada, oversaw this project. The plan for the future is to have native organizations along with the Canadian Home Economics Association supervise the project's further development and implementation.

The program supports health promotion objectives through its focus on traditional lifestyle, as well as its encouragement of regular physical activity and healthy eating practices.

As Canada's aboriginal people proceed through this significant period of transition, it is hoped that this program will add support to the process.

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Title:

GRADE 8 BICYCLE MECHANICS COURSE

Introduction

With the renewed growth in the number of bicycles being purchased in the eighties, it seems like an ideal time to introduce a bicycle-related course in school. We all realize that one of the main elements of a good learning situation, is to motivate students, by having them work on content that is relevant to their own situation.

We tend to overlook the bicycle as a very simple machine, when really it is an amazing piece of technology. This makes the bicycle the ideal vehicle to use as an introduction to mechanics.

Titre :

COURS DE MÉCANIQUE DE BICYCLETTE POUR LA 8e ANNÉE

Introduction

L'augmentation du nombre des bicyclettes achetées durant les années 80 nous a fait penser que c'était le moment idéal d'offrir un cours sur la bicyclette. Nous savons tous qu'un des principaux éléments d'une situation propice à l'apprentissage est la motivation qu'inspire aux élèves le fait de travailler une matière en rapport avec leur situation.

On a tendance à considérer la bicyclette comme une machine très simple alors qu'elle est en réalité un appareil sensationnel. Elle est donc un moyen idéal d'initier les élèves à la mécanique.

Characteristics of Students

This program is designed for grade 8 students as part of the Mechanics/Metalwork component of Practical Arts. The course is offered as an elective to boys and girls with a maximum of 24 students in each class. Students of all levels of ability are challenged, and the students with a lower academic ability are able to achieve an unaccustomed success.

Objectives

This course is designed to develop the students' thinking skills through a hands-on application of mechanics.

Skills learned will enable the students to maintain and repair all components of a bicycle. The course will also give students some insight into basic mechanics, and this will help students make decisions for future Practical Arts courses.

Description

The course is designed for 24 students per class, with the students working in pairs for the first twenty hours (based on one hour blocks). In this twenty hours, the students will complete sixteen labs. Each lab begins with a lecture or a demonstration on a particular part of the bicycle. After the introduction to the lab, students are given time to practice their newly learned knowledge on a shop bicycle (one bicycle per pair of students).

Before the two mechanics begin their lab work, they are assigned a bicycle, tool card and a storage bin. In order to keep the removed parts of the bicycle separate, each class is given coloured cards to tag bicycle, wheels and their assigned storage bin.

During the sixteen labs, students dismantle, repair and re-assemble each of the components of the bicycle.

For some labs, the students work on bicycles that are set up on a station approach. An example of this would be the labs on Brakes and Derailleurs. By working in stations, the students can go through all the operations without having to replace cables on every bicycle.

All the labs are put into the students' notebooks to make a handy repair manual that the students will keep. As a textbook for this course, the students use "Bicycle Maintenance and Repair", Rodale Press, Inc. (ISBN 0-87857-604-5).

After the completion of the sixteen labs, the students work independently on a bicycle-related metalwork project. This project is referred to as Contract Work and must be approved by the teacher prior to lab completion. The length of time spent on contract work is dependent on timetable (semester or trimester). Students are encouraged to work on a bicycle-related project that they would like to explore. I have had students write reports on bicycle racing, the history of bicycles and the different types of bicycles. Two students last year put together a bicycle safety unit and then made all the necessary arrangements to present it to two elementary classes. This was very successful and expanded into the students travelling to Cranbrook to work with kids in a weekend Bicycle Safety Rodeo. By far the most popular Contract Work is students working on their own bicycles. This can range from a minor tune-up to a total strip down and paint job.

The key to any learning situation is to motivate students by having them work on content that is relevant to their own situation. Prior to this course, the students had lost interest in the metalwork program, but by introducing relevant, motivational metal projects, the interest has increased greatly.

Impact on Students

This is a very popular course, as the students enjoy the hands-on experience. Regardless of the students' skill level, they can obtain a high level of success. All classes are very productive and students are eager to have extra shop time to work on their own bicycles. As a spin-off from the mechanics course, there has been a Mountain Bike Club and a Touring Bike Club, involving 30-40 students each year.

Conclusion

This program has had support from all school levels and the community. The few specialty tools needed have been provided and the people in the community have donated all the bicycles needed to operate this program.

This program has become an important part of the school. It is used and enjoyed by many students, and some staff have recently used the shop to integrate with other curriculum (e.g., grade 8 Math unit on ratios done on bicycles).

With over 90 per cent of the students having their own bicycles, this is a golden opportunity to introduce a mechanics course.

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Lisette Paquet-Beaudoin

Titre :

UNE LUDOTHÈQUE AMBULANTE

Introduction

Pendant quatre ans, j'ai utilisé la ludothèque ambulante avec mes élèves. L'intérêt et les encouragements de mes collègues m'ont incité à les faire profiter de mon expérience. L'an prochain, la ludothèque sera disponible pour toute la commission scolaire.

Title:

A MOBILE PLAY CENTRE

Introduction

For four years, I used the mobile play centre with my students. The interest and encouragement of my colleagues incited me to help them benefit from my experience. Next year, the play centre will be made available to the entire school board.

Caractéristiques des élèves

Les enfants qui participent au projet sont des élèves des 2e et 3e années. Toutefois, j'ai aussi travaillé avec des collègues de 1re année qui m'empruntaient des jeux pour aider leurs élèves.

Objectifs

Le principal objectif de la ludothèque est de rejoindre les élèves dans ce qu'ils sont fondamentalement, c'est-à-dire des êtres essentiellement ludiques. Au moyen de jeux, on cherche à apprendre aux élèves la résolution de problèmes et à développer leur esprit créateur et leur logique.

Description

Pour permettre aux enfants d'atteindre ces objectifs, j'ai intégré à des jeux des contenus notionnels des programmes de français, de mathématiques, de sciences et ainsi que des éléments de psychomotricité. J'ai créé environ 200 jeux qui comprennent des règles et un contenu notionnel déterminé en fonction des objectifs des programmes. Les jeux sont conservés dans deux armoires mobiles faites de matériel robuste. Elles peuvent facilement se déplacer sur un même étage, donc servir dans plusieurs classes. Afin de permettre l'accès du matériel ludique à tous les enfants, je forme des groupes de travail. Les groupes sont constitués selon le nombre de participants qu'exige le jeu choisi. De plus, des jeux individuels permettent aux enfants qui terminent les premiers de continuer à s'amuser.

Effets sur les élèves

Les changements constatés chez les élèves sont considérables : des élèves peu motivés pour l'école retrouvent le goût d'apprendre et se mettent à dire qu'ils ont hâte de venir à l'école. Grâce aux groupes formés pour les jeux, les enfants apprennent à socialiser. De plus, il semble que le recours à l'imaginaire et à l'expérimentation facilite le passage du concret à l'abstrait.

Conclusion

Le projet est novateur en ce sens qu'il utilise le jeu pour vrai, c'est-à-dire pour transmettre des notions qui seraient, autrement, assez arides. Il innove aussi parce que certains jeux sont fabriqués à partir de jeux connus (parchési et autres) mais adaptés pour atteindre des objectifs du programme d'études. La majorité d'entre eux a toutefois été inventée de toutes pièces. Cette méthode permet de maintenir l'enthousiasme du personnel enseignant mais surtout de stimuler l'intérêt des enfants.

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Bart Smith and Students/
Bart Smith et ses élèves

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Title:

DIGITAL ELECTRONICS – THE NEW TECHNOLOGY, THE NEW CHALLENGE

Introduction

Students need to become more knowledgeable about today's scientific technology, because it is the future. Taking science out of the realm of the simple science project and exposing students to a higher level of knowledge coupled with specific problem-solving skills, enables them to understand, appreciate and work with today's and tomorrow's complex technology.

This project encompassed digital electronics, the binary math system, truth table logic, basic electricity and integration with math and language arts.

Titre :

ÉLECTRONIQUE NUMÉRIQUE – NOUVELLE TECHNOLOGIE, NOUVEAU DÉFI

Introduction

Les élèves doivent connaître davantage la technologie scientifique contemporaine parce que celle-ci est la voie de l'avenir. Lorsqu'on montre aux élèves que la science déborde le cadre du simple projet scientifique et qu'on les expose à des connaissances plus poussées liées à des techniques précises de résolution de problèmes, ils sont en mesure de comprendre, d'apprécier et d'utiliser la technologie complexe d'aujourd'hui et de demain.

Le projet intègre l'électronique numérique, le système de mathématiques binaires, la table de vérité, des notions élémentaires d'électricité ainsi que les mathématiques et les disciplines linguistiques.

For two years now students have been building their own digital inventions while at the same time understanding the world around them: their calculators, their computers and the many other practical applications of digital electronics today.

Depuis deux ans, les élèves fabriquent des inventions numériques tout en augmentant leur compréhension du monde qui les entoure : calculatrices, ordinateurs et nombreuses autres applications de l'électronique numérique.

Characteristics of Students

The unit on electricity in the grade 6 Science curriculum was enriched to challenge students of ages 11 and 12. The classes have been heterogenous, ranging from the gifted right to special educational students. [Special educational students and one or two low functioning students required the assistance of a teacher's aid.] For a period of three months students worked as individuals and in self-appointed groups of between 2 and 4.

Objectives

1. The main objective, which governs my selection of topics in all subject areas, is to promote a high level of interest in all students, so much so that this "interest" goes on to act as a catalyst, spurring higher level thinking.

2. Students today need to be introduced to the technology of today. Science is an excellent vehicle for this. Knowledge of static electricity and lemon batteries is a basic tool, but the integrated circuit and digital logic control the world around us. I believe students from grade 6 onwards can become excited about this new technology which is taking them into the 21st century. Even today students can be made aware of the practical uses of digital circuits all around them, from their home computer, to their calculators, to their mom's microwave, to their father's new digital speedometer.

3. To stress the science processes, especially observation, taking data, hypothesizing, and forming conclusions.

4. To have students employ upper level thinking skills.

5. To introduce students to the basic components of integrated circuits today: the resistor, the capacitor, the bread board (circuit board), and the following IC's: the 555 timer, the 7490 counter, the

7447 decoder, the 7 segment display, the 7408 AND gate, the 74LS32 OR gate, and the 7406 invertor.

6. To review number bases, focusing specifically on the binary number system. This and taking decimal readings on a volt meter promoted integration with mathematics.

7. To teach truth table logic and thereby enhance upper level thinking.

8. To integrate with language arts by having students describe the workings of their project in essay form, specifically choosing the "how to..." rhetorical patterns. Also, to practise oral skills by providing oral explanations to spectators at the school's open house evenings.

9. To create an electrical "user friendly" game, learning device or tool using integrated circuits and digital logic.

10. To extend concentration skills and patience.

11. To have fun by being challenged.

Description

Approximately three weeks were spent covering Basic Electricity in the grade 6 Science curriculum. Then we began instruction in the components of Digital Electronics. The unit was broken down into lessons including the final assignment. The lessons were ordered in such a way that knowledge accumulated gradually; each new piece of information depended on the learning in the previous lessons.

The first set of lessons was to cover the basic knowledge in the curriculum. Students discussed, manipulated and took data on static electricity, positive and negative charges, the laws of magnetism, the operation of both the wet and dry cell battery, and conductors, semiconductors, and insulators.

Integral to all lesson formats was the understanding that the student always recorded his/her own observations and conclusions. At the beginning of the year, prior to beginning any specific unit in Science, the class learns and applies each of the science processes in isolation, demonstrating that a science process if also a skill that may be applied in the course of every day thinking in many other subject areas. The two skills which students are continually weakest in are observing (really

observing) and arriving at conclusions. For this reason I constantly stress these processes in science and through integration with upper level thinking skills in language arts and math, especially problem-solving. I also knew that the enrichment part of the electricity unit would demand the students 'best' observation skills in order to 'debug' any mistakes in their circuits.

It is a new idea when grade 6 students are exposed to today's modern application of electronics: digital circuits. This exposure is not just by example or a brief demonstration, but instead by hands on experience and a series of lessons with proper scope and sequence which 11 and 12 year old students can handle. It is a world seldom understood yet the hardware of this technology manifests itself daily with home computers, video games and appliances. The excitement created by this type of enrichment was meant to last not one or two days but through months of documented upper level thinking -- analysis, debugging, observing, synthesis, constant problem-solving and evaluation. Gifted students were facilitated beautifully. They excelled, yet this type of enrichment meant they did not have to be 'pulled out'.

Impact on Students

The impact on the students was enormous, wonderful and wide ranging. All the students came to the project with an excitement, a zest to learn about technology, so easy and enjoyable to use but at the same time so difficult to understand. The challenge was set. Room dynamics soared for three months and beyond. One very bright student was honoured at the provincial science fair with a silver medal for his understanding of digital electronics. Another exciting result was the wide ranging effect this unit had on learning. Integration with math was possible, especially with math problem-solving skills -- thinking processes which the class practised all year long -- integration with language arts was possible through oral problem-solving (debugging of faulty circuits) and oral presentations to parents.

And finally, work habits were strengthened -- patience, concentration, cooperation and study habits improved due to the complex nature of designing and debugging circuits.

Conclusion

I firmly believe that students need to enjoy school in order for all levels of learning to take place. The enjoyment should stem from caring, well-informed teachers, and their enriched subject areas. Capture a student's

interest for a moment and he/she probably will remember it for only a moment. Capture his/her interest for a year and you can ingrain a learning process, a thinking process. A lot of sweat, patience, discipline, creativity and problem-solving has gone into science enrichment over the past several years.

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Title:

BETA ROMEO LIMITED OF EDMUNDSTON

Introduction

Beta Romeo Limited of Edmundston is a cooperative learning project for senior high school students to manufacture luxury sports cars. It is a challenging project that sees students taking charge of a unit to plan a model company and make it as credible as possible. The project gives students unprecedented freedom to show that they have a good understanding of the work ethic and that pride in individual quality work leads to quality teamwork as well.

Titre :

BETA ROMEO LIMITED D'EDMUNDSTON

Introduction

La compagnie ***Beta Romeo Limited d'Edmundston*** est un projet d'apprentissage coopératif pour les élèves du cycle supérieur secondaire dans le cadre duquel ils fabriquent des voitures sport de luxe. Ce projet stimulant exige que les élèves prennent en charge une unité pour planifier la création d'une compagnie modèle de la façon la plus réaliste possible. Les élèves jouissent d'une liberté sans précédent pour montrer qu'ils comprennent bien l'éthique professionnelle et savent que la fierté à l'égard de la qualité du travail individuel contribue à la qualité du travail d'équipe.

Characteristics of Students

The students involved in the project are senior high students, aged 16 to 19, enrolled in grade 11-3 General Business, a full credit course for students who are not generally university bound.

Objectives

The objective of the project is to invoke the principles of Cooperative Learning that teaches students to work ethic, responsibility, intuition creativeness, and an incredible sense of pride, not only in one's self, but in the whole group's ability to be able to work together and stimulate each other's interests and creativeness.

Students, as a reinforcement of material covered in the first term, are given one month of classes, to plan, develop and implement a model company, taking it through all stages of development, from idea conception and feasibility study to the formal presentation to prospective stockholders.

Description

The ***Beta Romeo Limited*** project started by the appointing of positions of responsibility to everyone in the class. In appointing the positions an attempt was made to cover every aspect of corporate affairs so that the work would be evenly distributed in all departments with no one person doing the same as any other. Through round table discussions major decisions were made as to exactly what was to be produced, how many units were to be produced, how and where it would take place and how the venture would be paid for and promoted. Once the foundation for the company was laid down, everyone was given separate assignments corresponding to the department they were working for. After the initial phase of the project the class worked for three weeks to push ideas into a realistic mould that would become a full scale presentation to potential stock investors.

The best aspect of this project is that it gave everyone involved a chance to create something of their own, without the use of textbooks, or the aid of teachers. The students were on their own to bind their own ideas and to use their own imaginations to see the project through.

It was stressed throughout the project that everyone try to be as professional as possible and exercise a degree of maturity that is not often seen in the work of grade 11 students. The students were to try to be as close to the real thing as possible.

In addition to being very interesting and fun for the students, this type of project teaches work ethics, responsibility, intuition, creativeness, and an incredible sense of pride not only in one's self, but in the whole groups' ability to be able to work together and stimulate each other's interests and creativeness.

Throughout the project, one senior student regularly consulted with the classroom teacher seeking advice and keeping him advised of all developments. Other than that students were given the freedom and responsibility to work on their sections of the project independently.

Impact on Students

A major element in the design of this project was that to teach responsibility that students be virtually on their own during the one-month implementation period. It was agreed that evaluation would be based entirely on the presentation at the stockholders meeting and the written report thereof. Feedback from those who attended the meeting was included in the teacher's overall evaluation of the project.

The success of this project shows what happens when teachers have high trust and expectations for their students. The completed project has been a motivation, not only to the students and teacher involved, but to all senior students and their teachers.

Conclusion

I feel that the ***Beta Romeo Limited*** project is unique in the level of trust and responsibility that was given to the students in the grade 11-3 Business course. The trust and support that the principal put in me in approving this project shows that if you are willing to take risks there is no limit to your possibilities for success.

In this project I tried to give students a forum by which they could have a real life educational experience which demonstrated that good individual effort contributes to team success. The project was designed to build on the many individual strengths of the students in the class and challenge them in a way that they had never been challenged before.

The success of this project has shown me that I can use my creativity and take risks that will allow me and my students to go beyond the normal limits of education. This project has encouraged some students to try more difficult (second level) courses this year and has given several staff members encouragement to try similar projects.

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Paul Vickers and Students/
Paul Vickers et ses élèves

Title:

TRAIN AND BOARD – SOCIAL STUDIES (GOVERNMENT)

Introduction

The ***Train and Board*** project is a hands-on tool for helping students understand the concepts related to government. It is also very effective in helping students understand certain geographical terms, electrical circuits, energy sources, and developing settings for writing stories. The ***Train and Board*** is an excellent tool in showing students various aspects of geography and how it affects government decisions.

Titre :

METTRE L'ENSEIGNEMENT EN TRAIN – ÉTUDES SOCIALES (GOUVERNEMENT)

Introduction

Le projet est un moyen concret d'aider les élèves à saisir les concepts relatifs au gouvernement. Il est aussi très efficace puisqu'il aide les élèves à comprendre certains termes géographiques, les circuits électriques et les sources d'énergie, ainsi qu'à imaginer des cadres pour des exercices de création littéraire. La ***planche et le train*** sont un excellent moyen de montrer aux élèves divers aspects de la géographie et la façon dont ceux-ci influencent les décisions des gouvernements.

Characteristics of Students

The ***Train and Board*** is designed for a typical grade 6 class; however, it would be equally applicable to any grade. At this time, my class includes a hearing impaired boy and two students in SLD (two years behind grade level in language arts). The opportunity room teacher has expressed interest in using the ***Train and Board*** for her class.

Objectives

The main objective is very straight-forward, the ***Train and Board*** is an excellent motivator. More specifically, the learner will:

1. better understand how local, provincial and federal governments work;

2. effectively cooperate in a group to solve various problems presented to them;

3. better understand the problems governments face in improving life for their citizens;

4. be able to explain why the train is an example of an electrical circuit;

5. be able to correctly identify and describe ten geographical features;

6. increase their knowledge of natural resources, energy sources, and how to develop setting for a story.

Description

The ***Train and Board*** project concerns the use of an $80 HO scale train set and a 4 x 8 sheet of strand board. The set up is relatively simple. The Train is nailed to the board to allow easy vertical storage. Using tempera paint and markers, the board is decorated as a country with similar features to Canada, but not as Canada. The main part of the board is a country containing five provinces, 35 towns and two neighbouring countries. Features include: an ocean (two depths), coniferous forest, deciduous forest, lakes, rivers, a delta, a peninsula, a strait, a plateau, mountains, prairie, tundra, an isthmus, a bay, an island, and various minerals common to Canada. Home-made playdo is used to give a 3D effect to the mountains and plateau.

For teaching local government, the 35 towns are used. Each town has its own unique environment, affected by proximity to natural resources, weather conditions, and transportation opportunities. After establishing how a municipal government works, each student is assigned a town to plan.

The ***Train and Board*** are also used to help teach how provincial governments work. There are seven towns in each province. The seven students who planned the towns in each province automatically form a

provincial cabinet. As a group they choose their premier (one of the group) and capital city. Each remaining student is responsible for reporting back to the class on the activities of their department. I use education, environment, highways, social services, recreation and culture, and resources. Each department is instructed to come up with a proposed bill that would improve the quality of life in the province. The students work as a group to create the proposed bill. As well, the students pick a name for their province and design a flag (the flag gets displayed on the train board).

For federal government, the train set is moved into the centre of the room and the remainder of the room is arranged as a mini House of Commons. The class splits into three political parties, determined by their preference based on the role of the monarchy, universality of social benefits, and language laws (in this country four of the provinces are predominantly French and one is predominantly English). Each party picks a leader and the party with the most students forms the government. A cabinet is formed and the government proposes three laws, one each related to foreign policy, transportation, and symbols (a name and flag for the country). Procedures follow parliamentary rules including three readings, debate, and royal assent. The government chooses one student each for speaker, sergeant at arms, and governor general.

While the main thrust of the ***Train and Board*** is toward helping to teach government, it is also used to teach geographical terms, creative writing and science.

Impact on Students

The impact upon my students has been better than I had originally imagined. Every student is actively involved in planning their towns and developing their provinces and country. They have far more interest in our discussions and have achieved much better results on both formal and informal evaluations. Many students ask to stay after school so that they can play with the train set and further plan their towns and provinces.

Conclusion

This simple idea has blossomed into a wonderful unifying force in the education of my students. It is helping them understand concepts in three different subjects and each week a new suggestion is made for its further application. The class is working as a team, not only in Social Studies but in all aspects of the classroom environment. I would encourage all teachers to consider building something similar in their classroom. The rewards seem endless.

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Title:

BEGINNING HANDWRITING CURSIVE STYLE AT GRADE ONE

Introduction

This project deals with a three-year study of beginning handwriting at grade 1 in cursive style rather than printing. It was found that children using cursive style eliminated the letter reversing tendency that plagues many children, particularly learning disabled ones. As well, all of these cursive writing children learned to read at approximately the same level as the "printing" children as indicated on Metropolitan Achievement Tests.

Titre :

L'ÉCRITURE EN LETTRES CURSIVES DÈS LA 1re ANNÉE

Introduction

Le projet porte sur une étude de trois ans qui consiste à introduire les élèves de 1re année à l'écriture en lettres cursives plutôt qu'en lettres d'imprimerie. On a constaté que ceci permettait d'éviter le renversement des lettres, fréquent chez de nombreux enfants, surtout ceux qui souffrent de troubles d'apprentissage. De plus, d'après les tests de rendement métropolitains, les enfants qui écrivent en lettres cursives acquièrent à peu près le même niveau de lecture que les enfants utilisant les lettres d'imprimerie.

Characteristics of Students

The entire entering grade 1 class of 42 was used as an experimental group with a control group of 47 in a nearby school. They had a wide range of mental ability as demonstrated on Metropolitan Readiness Draw-a-Man Test. About 2/3 of the group had Kindergarten the year before.

Children with learning disabilities or other problems were included in the study.

Objectives

The purpose of the experiment was to show that children could avoid letter reversals by beginning handwriting in cursive style. I also wished to show that starting in cursive style would not affect reading achievement negatively. It was decided to measure four areas:

1. number of letter reversals found and number of children making reversals;
2. reading achievement at end of grade 1 and grade 2;
3. speed of handwriting in the style taught;
4. legibility of handwriting in the style taught.

Description

Many children have difficulty with letter reversing -- especially learning disabled children. As a Special Education teacher I received many referrals for that specific problem. Most of them were improved or cured by moving the child from printing (which is conducive to letter reversing because of its very nature) into cursive writing where connected flow of letters tends to prevent the reversing tendency.

As to the actual cursive style taught, I used a simplified "MacLean" writing method style and developed our own writing materials, since everything published for grade 1 level is in print. Boardwork practice was stressed with beginning writers using large 4 to 6 inch letters. Many games were developed combining handwriting practice with letter and sound recognition. The amount of time devoted to handwriting was not increased from the usual "printing" practice time.

I produced a "handwriting book" for our school to use and letter writing wall charts for the grade 1 classroom, also cursive style alphabet sheets. These materials were handmade using available school materials and reproduced on our school machines.

As stated earlier it was found that children using cursive style eliminated the letter reversing tendency that plaque many children, particularly learning disabled ones. Many of the "slower" children learned to write

beautifully. Printing speed was found to be faster at first, but by the end of the testing speeds were similar. Interestingly "cursive" children learned to print as well at an acceptable speed and legibility although this was not formally taught. Legibility of cursive samples was judged slightly higher than printing samples using the legibility scale developed.

Impact on Students

Children learning in cursive were able to eliminate letter reversals. They learned to read as well as the "printers". They had enormous self-esteem generated by pride of writing, and in grade 2 did not have to face the "changeover" period which sets many young children back considerably in creative writing. Handwriting has become a more positive experience in our school and we have continued the "cursive first" method in subsequent years.

Conclusion

The method and materials developed for teaching cursive handwriting at grade 1 level have had an excellent experimental try-out at our school. They have proved beneficial in eliminating a prominent problem of L.D. children -- letter reversals. The study shows this can be done without setback in reading. It seems time to tell others of the potential of this idea.

Students/Élèves

PROJECTS OF PREVIOUS FIVE YEARS ON WHICH INFORMATION IS AVAILABLE/
DES RENSEIGNEMENTS PEUVENT ÊTRE OBTENUS SUR LES PROJETS SUIVANTS DES CINQ ANNÉES PRÉCÉDENTES.

Project No./ N° de projet	Title/ Titre
89-1	*Journée de sensibilisation au développement international et à la coopération internationale/* Awareness Day -- International Development and International Cooperation
89-2	*Ateliers de sensibilisation aux effets des drogues/* Awareness Workshops on the Effects of Drugs
89-3	*Graville: The Small Town Project/* Graville : Projet de petite ville
89-4	*Mathematics and the World Around Us/* Les mathématiques et le milieu environnant
89-5	*S.T.O.P. -- Students and Teachers Opposing Prejudice/* STOP -- Des élèves et des membres du personnel enseignant luttent contre les préjugés
89-6	*Native Art Slide Library Project/* Projet de diapothèque d'art autochtone
89-7	*SPEED -- Special Physical Education and Exercise Development/* SPEED - Exercices et éducation physique pour les élèves en difficulté
89-8	"Off the Wall Catering" -- An Integrated Life Skills Program for Special Needs Children

Project No./ N° de projet	Title/ Titre
89-9	Implementation of a Behaviour Modification Program for Emotionally Disturbed, Learning Disabled Children
89-10	Le *Club des historiens*
89-11	Projet d'évaluation formative et d'enseignement correctif assisté par ordinateur
89-12	KID PROOF -- A Whole Language Newspaper
89-13	Storefront School: Education through Community Support
89-14	Core French Internship Program -- A Pilot Project
89-15	When Children Speak -- Children Listen: The Benefits of being a Nonsmoker
89-16	Réorganisation pédagogique du cours "cheminement particulier de formation de type continu"
89-17	Northern Natural History Pamphlet Series
89-18	Work-in-Progress (A Writing Program)
89-19	Adventure Education at False Bay School
89-20	"Summer Activity Pack for Kids"
89-21	Women in Science and Mathmatics (WISM) Workshop
89-22	"Moi, je grandis!"

Project No./ N° de projet	Title/ Titre
89-23	Awareness II, A Quest for World Peace
89-24	A Seatbelt Safety and Public Awareness Program
89-25	Parry Sound Centennial Time Capsule Project
89-26	Journalistic Dynasty: Journalism and Desktop Publishing in the Junior High School Classroom
89-27	Ombudsman Unit
89-28	"Science Fun" Television Show in the Classroom

88-1	*"DIG" -- A Simulated Archaeological Excavation for Social Studies/* Simulation de fouilles archéologiques dans le cadre du cours de sciences sociales
88-2	*Video Movie -- The Great Canadian Quest/* Production vidéo - À la découverte de l'histoire canadienne
88-3	*Handmade Books -- Students Helping Students/* Des livres fabriqués à la main - Élèves au service d'élèves
88-4	*Projet culturel : Francofête/* Cultural Project: Francofête (French Festival)
88-5	*Living Loyalist History Unit and Living Loyalist Museum/* Unité d'histoire vivante des Loyalistes et musée vivant des Loyalistes

Project No./ N° de projet	Title/ Titre
88-6	*La micro-électronique au service de l'enfant en difficulté d'adaptation et d'apprentissage*/ Micro-computers for Children with Special Needs
88-7	*Vocational Music -- Audio Recording Performance Production Program (A.R.P.P.P.)*/ Formation professionnelle à la musique - Programme de production, d'interprétation et d'enregistrement d'oeuvres sonores (A.R.P.P.P.)
88-8	"Money Wise"
88-9	Table Tasks: A Hands-on Approach to the Readiness Skills
88-10	The Seminar Approach to Learning
88-11	"Trooper" Award
88-12	Vezina Alternative High School
88-13	Integrated Growth; Reaching the Total Student
88-14	"Il faudra leur dire..."
88-15	Journal Parminou
88-16	Journal anglais "LES SEIGNEURIES TIMES"
88-17	The Natural Life of Minegoo
88-18	Balloche-Peace-Paix-Battleford
88-19	Thought Spheres - A Mind Model
88-20	Logo in a Sandbox Environment

Project No./ N° de projet	Title/ Titre
88-21	Story Circles: Storytelling through Drama for Urban Native Youth
88-22	Visual Arts: Aesthetics, Criticism, History, Studio, Values, and Visual Arts: Small-Group Cooperative Learning
88-23	Teaching the Skills to Write a Research Essay
88-24	Outline of a Hospital/Homebound Program
88-25	An Education Curriculum for the Trainable Mentally Handicapped: Junior and Senior High School Levels
88-26	The Math Lab and Lending Lab at Tarentorus Public School
88-27	Fostering Environmental Education
87-1	*Creative Drama with Mentally Handicapped Students/* Création dramatique avec des élèves handicappés mentaux
87-2	*Design for Success (A Democratic Model Used to Write and Produce a Play)/* Le succès à coup sûr (un modèle démocratique pour écrire et produire une pièce)
87-3	*La paix ça se construit/* Peace Can Be Built

Project No./ N° de projet	Title/ Titre
87-4	*Development Education in Industrial Education: A "Hands-on" Approach to World Awareness/* Éducation pour le développement dans un cours d'éducation industrielle : Une approche concrète des problèmes mondiaux
87-5	Classroom in the Sky
87-6	Shakespeare and Elementary School Students
87-7	Helping Parents Read to Their Children
87-8	Enrichment Program -- Mock Trial -- "From Arrest to Detention"
87-9	Marginal Student Program and Support Services
87-10	Forensic Science and Criminology
87-11	Experiencing Poetry
87-12	Hockey Cards and Computers
87-13	Integration in the Junior High School: A Handbook for Parents
87-14	Programme Mile-End: An Alternative Program for Disaffected Youth
87-15	Evaluation Techniques: A Handbook for Teachers
87-16	Teaching the Scientific Process and Attitude in the High School Physics Lab
87-17	SKW'UNE-WÁS: A Squamish Cultural Immersion Program

Project No./ N° de projet	Title/ Titre
87-18	Native Indians and Euro-Canadians: A Cross Cultural Training Program
87-19	Initiation à la démocratie scolaire
87-20	Si tu m'écoutais écrire
87-21	Approche communicative et audio-visuelle pour l'apprentissage de l'anglais langue seconde
87-22	An Effective Reading and Spelling Program for Children with Limited Vision
87-23	Elective Course Sociology 122
86-1-1	Bringing Elementary Music into the 80's
86-1-2	Shakespeare and the Grade Two Student
86-2-3	A Program for Teaching Peace and War in a Nuclear Era
86-2-4	*A Unit of Work which Allows Junior High Students to Investigate and Record their Heritage and Gain Basic Research Skills/* Une unité de travail qui permet aux élèves du cycle inférieur de l'école secondaire d'étudier et d'enregistrer leur patrimoine et d'acquérir des aptitudes de base en matière de recherche
86-2-5	A Voyage of Discovery and the Holocaust Remembered (An Inteview Feature Story-Exhibit Technique to Encourage Intergenerational and/or Intercultural Communication)

Project No./ N° de projet	Title/ Titre
86-2-6	Enrichment Programs -- Primary/Junior Levels -- In-class and Small Group Withdrawal
86-2-7	KIDSLINE
86-2-8	Le Canada, d'une matière à l'autre - Matériel didactique interdisciplinaire
86-2-9	Ship Ahoy
86-2-10	The Connecting Step
86-2-11	Une approche ludique totale en déficience mentale
86-3-12	The Writing Room
86-4-13	An Integrated Unit of the Seashore
86-4-14	The Math/Science Resource Room Project
86-4-15	Out for Fungi
86-5-16	Canada: Growth of a Nation - Student Guide
86-5-17	Explorations: A Canadian Social Studies Program for Elementary Schools
86-5-18	*Mock Trials Relating to the Riel Rebellion of 1885/* Simulation de procès relatifs à la rébellion Riel de 1885
86-5-19	You and the Law

Project No./ N° de projet	Title/ Titre
86-6-20	*Robotics Application for Computers: The Friendly Robot Project/* La robotique et les ordinateurs : Le projet du robot amical
86-7-21	From the Locker to the Classroom: Using Advertising to Teach Media Literacy and Language Arts
86-7-22	Macdonald-Cartier Community Television Project: (M.C.T.V.)
86-7-23	*Prévention du suicide en milieu scolaire/* The Prevention of Suicide in the School Environment
86-7-24	The Bargain Periodical Index
85-1-1	Division III Modular Fine Arts Program
85-1-2	Essais musicaux
85-1-3	Integration of the Fine Arts in the New English Language Arts Curriculum
85-1-4	*Reaching Out to the Community in a Dramatic Fashion/* Intervention théâtrale dans la collectivité
85-1-5	M.U.S.I.C. (Motivation Using Successful Innovative Concepts)
85-2-6	Airborne
85-2-7	*Apprendre en enseignant/* Learning by Teaching

Project No./ N° de projet	Title/ Titre
85-2-8	Catalyst for Learning
85-2-9	Enseignement de l'éducation sexuelle au centre d'accueil Relais St-François
85-2-10	L'ensemble pédagogique : Création de monnaie et politique monétaire
85-2-11	Émulation quant au comportement, au rendement académique et à la vie quotidienne à l'école Saint-Coeur-de-Marie
85-2-12	Listening and Thinking and Speaking and Writing
85-3-13	An Approach to Discipline in High School
85-3-14	The Teddy Bear's Approach to Writing a Paragraph
85-3-15	The Queen Charlotte Islands Reading Series and Guidebook
85-3-16	Techniques in Research Essay Writing
85-4-17	Elementary Science -- A Time for Renewal
85-4-18	Motivational Techniques in Science
85-4-19	The N.F.B. Canada Map
85-4-20	Life Science Comes "Alive"!
85-5-21	*QUEBEC and CANADA: An Alternative History Course for Non-academic Students/* Le QUÉBEC et le CANADA : un cours d'histoire de rechange pour les élèves en difficulté

Project No./ N° de projet	Title/ Titre
85-6-22	Forestry Career Preparation Program
85-7-23	Ilihakvik Enrichment Program -- 1981-84/ Le programme de renforcement d'Ilihakvik - 1981-1984
85-7-24	Latchkey Program
85-7-25	Skin and Scuba Diving